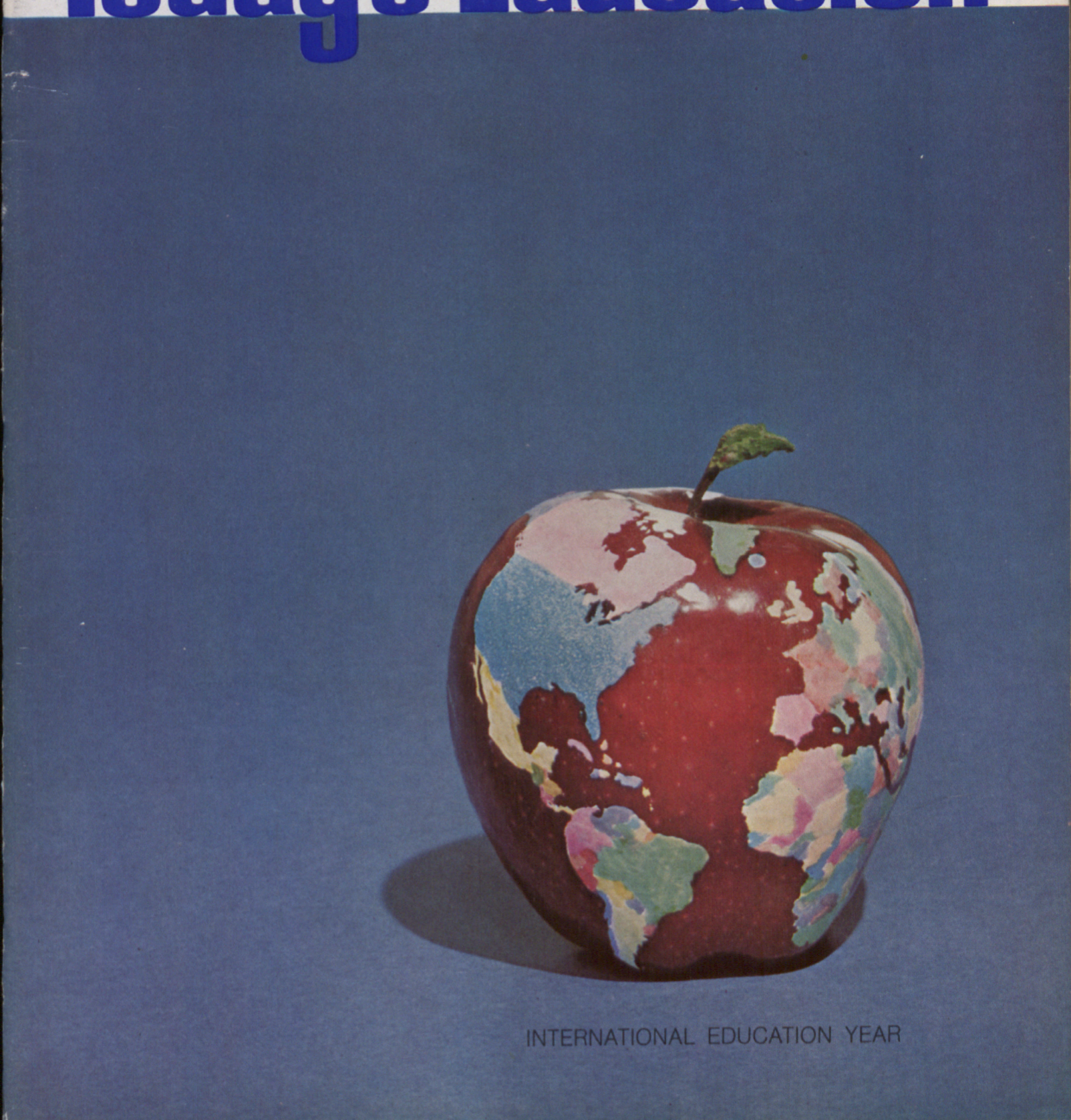
MAY 1970 THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION

# Today's Education



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# Today's Education

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One-Man, One-Vote Applied to Boards, but Most Are Unaffected

Nixon Proposes National Association To Provide College Student Loans

Higher Education Master Contract Negotiated in Central Michigan

Court Rules on Out-of-State Tuition

Three of Four Young Adults Have Finished High School, Bureau Says

State Department Warns Travelers of Dangers of Drug Abuse Abroad

# NEWS AND TRENDS

### One-Man, One-Vote Applied to Boards, but Most Are Unaffected

Although the U.S. Supreme Court has ruled that the one-man, one-vote principle applies to school boards, the National School Boards Association (NSBA) says the vast majority of boards will be unaffected. This is because most school board members are elected at large, NSBA said. The school boards group added that some central states which have consolidated small school districts into larger ones may be affected because often each of the previous districts was given an equal vote, regardless of their population.

The Supreme Court decision, handed down late in February in a case involving Missouri junior college trustees, held that "as a general rule, whenever a state or local government decides to select persons by popular election to perform governmental functions, the Equal Protection Clause of the Fourteenth Amendment requires that each qualified voter must be given an equal opportunity to participate in that election, and when members of an elected body are chosen from separate districts, each district must be established on a basis which will insure, as far as practicable, that equal numbers of voters can vote for proportionally equal numbers of officials."

### Nixon Proposes National Association To Provide College Student Loans

President Nixon has proposed a National Student Loan Association to increase the money available from banks for loans to college students. If approved by Congress, the association would be financed by the sale of stock to foundations, colleges, and financial institutions. It would issue bonds backed by the federal government.

Meeting in Chicago the day after the President's message was sent to Congress, conferees attending the Spring Midwest Higher Education Conference, cosponsored by the National Higher Education Association (an NEA Special Project) and the Illinois Education Association, severely criticized the student aid proposal. They called the plan inadequate; noted that it fails to meet the needs of the disadvantaged students it purports to help; and said that it would subsidize the banking industry at the expense of many students forced to assume a lifetime burden of debt if they wished to acquire a college education.

### Higher Education Master Contract Negotiated in Central Michigan

Successful culmination of negotiation efforts in Michigan has resulted in the first master contract to be negotiated by an NEA local association at a four-year college or university—and only the second such agreement in the nation. The Central Michigan University Chapter of the National Society of Professors (an NEA Special Project) and the Michigan Higher Education Association (MEA unit) said recently that a master contract was ratified by the association on March 23 and by the governing board of the university on the following day.

The Central Michigan Contract provides features which may set trends in other educational negotiations. These include: a committee structure which provides equal representation from the association and the administration (the committees' findings, based upon faculty studies and institutional records, to be made available to the bargaining committee for both administration and the faculty when those teams meet to negotiate the next agreement); and an average salary increase in excess of 12 percent, by far the highest received by the faculty at that institution in at least 10 years.

### Court Rules on Out-of-State Tuition

Public colleges and universities may continue to charge higher tuition to out-of-state students. The U.S. Supreme Court has dismissed a challenge to the practice.

### Three of Four Young Adults Have Finished High School, Bureau Says

Three of every four American young adults (age 25-29) have completed high school, according to the U.S. Census Bureau. By contrast, in 1940, only 38.1 percent of the young adults had completed secondary school, the Bureau said.

### State Department Warns Travelers of Dangers of Drug Abuse Abroad

The U.S. Department of State has warned Americans traveling abroad —particularly young Americans—of the serious consequences which may result if they become involved with drugs overseas. The Department noted that the number of Americans under detention on drug charges in 20 foreign countries rose from 142 in February 1969 to 404 by February 1970, the largest number of Americans held for narcotics violations since records have

**New York City High School Absence at Highest Point Since 1900**

**Federal Project Plans System To Teach All Children To Read**

**World Spends $100 Yearly per Pupil, $7,800 Yearly per Soldier**

**Most Superintendents Would Make the Same Career Choice Again**

**Agency Considers Request for Ban on Commercials on Children's TV**

**New Federal Program Will Bring Innovations to Rural Schools**

**High School Students Sponsor Massive No-Smoking Drive**

**Peace Corpsmen Help Korean Teachers Make Lab Materials**

been kept by the State Department.

Americans under 30 represent the greater number of U.S. nationals arrested abroad for narcotics violations, the Department said. Most are unaware of the grave potential consequences of violating the laws of a foreign country and of the limited capability of their government to assist them if they are arrested, the Department added.

### New York City High School Absence at Highest Point Since 1900

Absence in New York City high schools has become so bad that the city's attendance bureau says it can no longer enforce the state's compulsory education law. On an average day, as many as 65,000 high school pupils are absent out of an enrollment of 275,024, the bureau says.

In some high schools, absence rates as high as 46 percent have been recorded, the bureau reports.

### Federal Project Plans System To Teach All Children To Read

The U.S. Office of Education's National Center for Educational Research and Development is trying to develop a system to teach every child to read well enough by age 10 to ensure that he will become a competent reader as an adult. The Center is working for a system that will be simple, inexpensive, workable, and available in the 1970's.

The effort, called the Targeted Research and Development Program on Reading, has already involved more than 550 persons in two years of planning. One of the first tangible products of the project will be a "criterion test" that can sort 10-year-olds according to predicted adult reading ability. The test will be ready in about five years, program workers say.

Meanwhile, various methods of teaching reading are being surveyed and soon tentative models will be examined to discover more about the reading process.

### World Spends $100 Yearly per Pupil, $7,800 Yearly per Soldier

The world spends an average of $100 a year for each pupil and $7,800 a year for each soldier. These figures are quoted in a recent issue of *Unesco Features*, which also said comparative statistics on educational and military budgets show the world as a whole spends $110,000 million yearly on public education and $159,000 million on armaments.

While it is the developed countries that devote the most to military hardware, the publication's article continues, education in these countries suffers the least as a result, for they still find $100 per capita for schooling, as compared to $5 in the developing countries where education is needed the most.

### Most Superintendents Would Make the Same Career Choice Again

If most school superintendents could choose again, they would still become superintendents. That's what 73 percent of them said in response to a recent survey made by the American Association of School Administrators. Of those who would not be superintendents again, more than half still would have gone into education.

### Agency Considers Request for Ban on Commercials on Children's TV

The Federal Communications Commission is considering a petition asking that commercials be banned from children's television programs and that every TV station be required to carry at least 14 hours of children's programs weekly.

The petition was sent the FCC by a group of Boston women called Action for Children's Television.

### New Federal Program Will Bring Innovations to Rural Schools

The U.S. Office of Education has begun an effort to bring promising new educational practices into small rural schools. Called State Programs Revitalizing Education and Diffusion, the effort is designed to aid small schools by helping them, through their state education agencies, to adopt successful innovations more rapidly.

### High School Students Sponsor Massive No-Smoking Drive

High school seniors, in cooperation with the local Rotary Club, organized a massive no-smoking campaign in Randolph, Massachusetts. They asked every one of the 28,000 citizens of the town to refrain from smoking for one day and to contribute the cost of a package of cigarettes to a fund to send students to college.

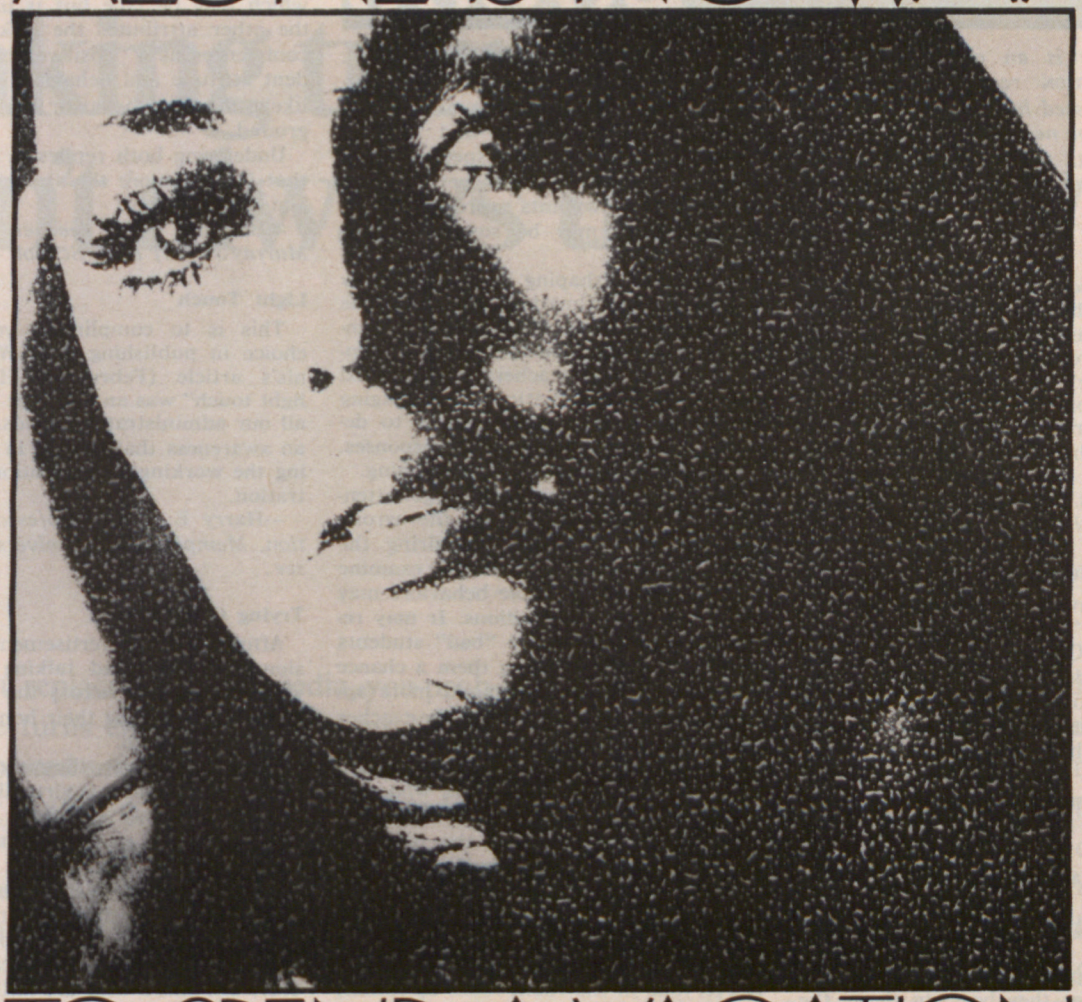
The one-day "smoke out" included public demonstrations and brought some $3,500 into the college fund.

### Peace Corpsmen Help Korean Teachers Make Lab Materials

Peace Corps members are training high school teachers in South Korea to make their own laboratory equipment from simple household utensils and materials. The program has two purposes: to offset the scarcity of laboratory facilities and equipment in the Asian country and to show Korean teachers new methods of teaching laboratory science.

A total of 22 Peace Corps volunteers completed training for the project.

# ALONE IS NO WAY



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*This feature is an open forum for* TODAY'S EDUCATION *readers. Ideas and opinions expressed here are those of the writers and not necessarily of the NEA. (When writing, please indicate school, position, and home address, including ZIP Code.)*

**Modern Art**

Ralph G. Beelke's article on "Modern Art" (March) had an excellent introduction but an unfortunately myopic conclusion. The problem with artists who today depict life's "chance encounters" is that, with a sort of retarded perception, they show serious short-sightedness in relation to the depth and *significant* beauty of life.

—Nathan B. Winters, *art educator, Bountiful (Utah) High School.*

**Background Music**

I stand in awe at the callous complacency of your "Idea Exchange" contributor, Arthur I. O'Brien (March), who subjected his students over a period of several months to taped background music as an opiate or a stimulant during math classes, and who claims that "the experience seems to have been a big success" despite his admission that almost half the students were at times irritated by the music.

*Irritated* is a mild word for the acute discomfort an aware listener suffers as he tries to focus his attention through the distraction of piped-in music. Unfortunately, many people have a shallow perception of what they hear; to these, the mild sensation of pleasurable sound penetrating dulled eardrums is a stimulus very like a narcotic, and probably as addictive.

Mr. O'Brien's plan would agonize the few who hear clearly for the sake of titillating the blunted sensibilities of the majority. Let's call this project by its true name — insensitivity training — and relegate it to supermarkets, where it already causes sufficient anguish.

—Eugene Reichenthal, *chairman, Department of Music, Harborfields High School, Greenlawn, New York.*

Mr. O'Brien's "Idea Exchange" item is an effective direct attack on music. Anything to avoid listening! My guess is that his students would also use art reproductions for scratch paper to work out math problems. Too many students arrive at college extremely adept at shutting out background music and totally unable to do real hearing.

—Richard J. Stanislaw, *assistant professor of music, Bloomsburg (Pennsylvania) State College.*

**Behavior Conditioning**

Your March issue carried a letter by Edward Goldfinger in response to the January article, "Catch the Child Being Good," by David G. Tinsley and John P. Ora. I strongly agree with Mr. Goldfinger's viewpoint that "kids are people, possessing real thoughts and feelings . . ." which are worthy of respect. I think, however, that Mr. Goldfinger's antagonism to the viewpoints expressed in the original article may be somewhat misplaced.

The phrase, "shaping the behavior by successive approximations," to which he objects means respecting the developmental sequences involved in whatever learning situation the teacher is concerned with; it means systematically encouraging the responses the teacher wants to develop and ignoring undesirable responses. It is as old-fashioned as good teaching.

Unfortunately, many students get attention only when they "give the wrong answers" or "are bad." Requiring the teacher to graph and statistically examine the incidence of desirable behaviors may serve two valuable functions. It may remove the failings of the "bad" students from the limelight, giving them a chance to relax and learn to respond more appropriately. And it may make the teacher aware of the extent to which he has been concerned with the progress of certain pupils at the expense of others who may be equally deserving.

Instead of objecting to the measurement of "deviations within a given time period," why didn't Mr. Goldfinger tackle the real limitation of teacher-administered "social reinforcement"? The teacher isn't alone in the classroom with each pupil. If everyone in the room looks at Johnny and laughs when he acts silly, the fact that the teacher doesn't reward him for it doesn't have much impact on Johnny.

—Mildred K. Marx, *special education teacher, Miller Elementary School, Lafayette, Indiana.*

**Marijuana Incident**

The reactions of the principals to the marijuana confession ("Classroom Incident," March) miss the heart of the problem, the teacher's concern for and obligation to the student who confided in him. Whether the report of the pot party was a fabrication or not is beside the point. The student may have been fascinated by the idea of trying marijuana and faked the confession to probe the feelings of a teacher he respected.

The timing of the drug unit was wrong; the unit was too obviously the result of the student's confidence. Had the teacher brought up the subject again with the student and talked with him about it honestly and sincerely, perhaps even suggesting to him that drugs might be a topic for the class to explore, possibly he would not have lost the student's trust and his own chance for gentle guidance.

The replies of both principals ignore the student involved and the loss of rapport between the teacher and the several students who no longer talk of their outside experiences. One principal dismisses the confidence as a possible fabrication, which may be true but is unimportant; the other attributes the lack of further confidences as a "positive change in student attitude and behavior" when, more likely, the same behavior has gone underground.

Underlying both replies is the attitude that if you ignore the student, the problem will go away.

—Barbara Hrdy, *teacher of English, Murray (Utah) High School.*

**Light Touch**

This is to compliment you on your choice in publishing Paul Willis McKinnis's article (February). His "ever-so-light touch" was an excellent reminder to all our administrator friends. He betrays an awareness that is vital in understanding the workings of educational administration.

—Harry E. Boyd, *professor of education, Memphis State University, Tennessee.*

**Trying Conditions**

After reading advertisements in professional journals and talking with interviewers, teachers across the country are considering leaving their homes and jobs to teach in Guam.

Guam is about six thousand miles from the mainland and it is virtually impossible for a prospective teacher to see for himself conditions as they exist. The literature and the interviewers from Guam paint a favorable picture of conditions on the island, which is quite natural, since Guam desperately needs good teachers.

It needs not only good teachers, however, but those who are willing to work under the most trying conditions. Actually, the island and its educational system are fraught with problems. Before any teacher comes here, we urge him to contact us to determine what the problems are. Write to any of the undersigned, care of the Guam Teachers Association, P.O. Box 2846, Agaña, Guam 96910.

—George H. Poertner; Donald Berry; Adrien F. Drouilhet, III; Kathleen Peterson; Glen S. Peterson; Howard G. Ozee; Donald B. MacKenzie.

**Pro and Con**

"When the Money Runs Out" by William E. Henry (March) gave me a case of acute indigestion. As disgusted as I am with the taxpayers who scream, "We can't afford it," I am equally fed up with the teachers who point the accusing finger at the taxpayer and charge, "You don't care about education."

I realize that NEA does not necessarily agree with every author who writes for its journal. However, this author's underlying philosophy is apparently in tune with the attitudes of NEA and its state and local affiliates. It appears that these so-called professional organizations, like pampered people, are finding it necessary

(*Continued on page 8*)

# Taking turns isn't always the fair way.

When you replace an encyclopedia, you probably take turns choosing from several comparably priced sets. That may seem to be the fair thing to all concerned but it could, in fact, be unfair to the students who'll use it.

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(*Continued from page 6*)

to pout and resort to strong-arm methods in order to improve their financial lot.

I am completely in favor of higher salaries for teachers, and I feel equally strongly about modern teaching practices and materials. Threats of closing schools, however, will not solve the problems we educators have to contend with. While such tactics may possibly produce temporary results, education needs much more than that.

Let's quit this thing about picking up our marbles and going to play in our own yard. Let's accept the fact that the taxpayer *is* interested in the schools. Let's accept the fact that our public relations are terrible (our fault, not the taxpayers').

My contention is that the taxpayer will put up the money for education when we can convince him that his money is well invested, but the NEA will never convince him if it continues to employ such tactics as sanctions, strikes, and threats of closing schools.

—Romeo Marquis, *principal, Van Buren (Maine) District High School.*

Mr. Henry's article presents the harsh facts concerning educational funding, and clearly states an alternative method of keeping educational standards or improving them where necessary.

—Eugene Poplawski, *teacher of English, Rutland (Vermont) High School.*

**Slow Learner Feature**

The March issue of TODAY'S EDUCATION contained an excellent series of articles on the slow learner. The article, "Characteristics and Needs of Slow Learners," by Merle B. Karnes certainly presented a very real picture of slow learners.

As a group, the articles contain many practical ideas that teachers should keep in mind as they plan learning experiences and curriculum for slow learners. Educators in our school district have been aware of many of these ideas and have implemented several of them in their classrooms. It is wonderful to see them gathered together as a special feature in TODAY'S EDUCATION.

—Mary Lou Ederer, *reading consultant, Swan Valley Schools, Saginaw, Michigan.*

The article by Merle B. Karnes, which pointed out suggestions for aiding and helping students, is the type of article I would like to see as often as possible. It gives every teacher something that he can look for or use in his classroom. It shows that the NEA can be of value in a practical classroom situation.

—Peter G. Tabor, *principal, Cashton (Wisconsin) High School.*


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# TEACHER OPINION POLL

## Teacher Retirement

☐ Should teachers have to retire at a specified age? If so, at what age? What do teachers themselves think about compulsory retirement?

Results of a recent Teacher Opinion Poll show divided opinions. The NEA Research Division asked a sample of the nation's public school classroom teachers this question: "Do you believe there should be a compulsory retirement age for teachers? If yes, at what age?" Fifty-four percent of the respondents answered "Yes"; 46 percent said "No."

Responses were as follows:

| | |
|---|---|
| Yes, less than 60 | 3.2% |
| 60-61 | 10.9 |
| 62-63 | 2.5 |
| 64-65 | 25.1 |
| 66-69 | 1.1 |
| 70 or over | 7.8 |
| Yes, age not indicated | 3.5 |
| Total yes | 54.1 |
| No | 45.9 |

Opinions about a compulsory retirement age differ for different age groups. Almost three times as many teachers age 50 or over as in the younger age groups thought the compulsory retirement age should be 70 or higher. At the other end of the spectrum, the percentage of teachers under age 30 approving retirement before age 60, though small, is significantly greater than for the older age groups. On the other hand, a greater proportion of younger than of older teachers thought there should be no compulsory retirement age at all.

| | Age of respondent | | | |
|---|---|---|---|---|
| | Less than 30 | 30-39 | 40-49 | 50 or over |
| Yes, less than 60 | 5.8% | 2.7% | 1.3% | 1.5% |
| 60-61 | 12.8 | 11.8 | 11.3 | 7.2 |
| 62-63 | 2.7 | 2.5 | 2.7 | 2.0 |
| 64-65 | 20.4 | 24.2 | 29.3 | 29.2 |
| 66-69 | 0.5 | 1.4 | 2.0 | 1.0 |
| 70 or over | 5.1 | 5.2 | 5.7 | 15.3 |
| Yes, age not indicated | 3.1 | 3.6 | 5.0 | 3.0 |
| Total yes | 50.4 | 51.4 | 57.3 | 59.2 |
| No | 49.6 | 48.6 | 42.7 | 40.8 |

**—NEA Research Division.**

## ILLUSTRATION CREDITS

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# IDEA EXCHANGE

TODAY'S EDUCATION *will pay $5 for each item used in "Idea Exchange" that has been prepared and submitted by an NEA member and that has not been published previously in a periodical having state or national distribution. (Please include your home address as well as your school, position, and ZIP Code.)*

**Roll Call Needn't Be Dull**

Teachers know that roll call is a tedious and dead part of the teaching hour. One day, by chance, I asked students in class to substitute the name of their favorite performer for the mechanical "Here." Noting their surprise at being asked to think during roll call, I began using the technique regularly.

After that first day, however, my questions have been related to the subject matter in the course. For example, I might ask, "What do you think of (a character in the story we read yesterday)?" Or, "Do you find *A Tale of Two Cities* boring or interesting?"

This practice succeeds in stimulating many worthwhile discussions.

—Phil Groves, *St. Paul, Minnesota.*

**Instant Puppet Shows**

The intermediate groups in my building are enjoying and learning from overhead projector puppet shows as a classroom project activity. Individual students can adapt the method for book reports, science reports, or other purposes. The productions are quick and easy and employ no curtain or staging apparatus.

After selecting the project topic, some members of the group sketch sequential grease-pencil scenery on the overhead projector acetate roll. Other group members draw and cut out silhouette characters 4 to 6 inches tall, which can be moved around by means of transparent drinking straws glued to their backs. Students snip partial features into the silhouettes with scissors; and even cut some silhouettes out of plastic, which they outline and color in for effect.

A third group of students writes the script or extracts it in a reasonable form from the resource book. They tape-record the dialogue and instantly edit it for errors. (Sound effects and background music can be added if desired.) While this is being done, another person can ink in the acetate scenery roll with special colored pens.

The students create the illusion of general motion by holding the silhouettes still and cranking the background roll. Only two persons are necessary to present the show, one to crank the scenery and both to move the paper characters. The remainder of the project group may sit back as spectators to enjoy their "instant puppet show."

—Waine E. Morse, *principal, Abercrombie School, Greenfield, Massachusetts.*

**You-Choose-It Program**

Too often a teacher stifles the creativity of advanced students of language by assigning special projects that are interesting only to him.

Realizing a need for genuine student-initiated creativity, I began a You-Choose-It Program: Each grading period I asked every student to com-

(*Continued on page* 13)


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# Their Own Week

□ **During the spring of 1969, pupils,** teachers, and the administrator at Seth Lewelling School in Milwaukie, Oregon, cooperated in a special program—one designed to create a stimulating atmosphere in the elementary school. After several weeks of planning their own curriculum, the pupils followed their curriculum plans for one class period a day for one week.

To initiate the program, teachers encouraged children to suggest hobbies, after-school activities, or academic fields that appealed to them as areas for study. For the majority of the children, planning curriculums was such a foreign experience that the idea was overpowering at first, but before long, ideas began to pour forth. Teachers filled chalkboards with possibilities brainstormed by intermediate graders.

Since a major objective of the program was to develop skills of organization and decision making, the process of evaluating the course suggestions was important. After discussion, students agreed on subjects they felt were worthy of their investigation.

Responsibility for the second phase of the program—developing the course of study and accompanying activities—was again the children's responsibility. Class members came up with numerous approaches to any given topic. For example, one class decided to divide into three groups to study art. One group planned to investigate architecture and interior design, another to work with ceramics, and the third to concentrate on methods of cartooning in order to publish a book of its own.

After planning its activities, each class wrote its schedule for the week. All the classes but one decided on Tuesday for guests, Wednesday for trips, and Friday for finishing all projects. When the faculty congregated after these class planning sessions, the teachers compared the schedules and pointed out that had they been making the decisions, they would have organized the week in just the same way.

The pupils' plans called for many field trips during this special week. The interior design group inspected real estate with a Milwaukie realtor. The realtor commented that many home buyers show less perception in inspecting houses than these nine- and ten-year-olds. Each child took notes, sketched, listened, analyzed. Another especially successful trip was one to a rehearsal of the Portland Junior Symphony, a group composed of skillful teen-age musicians. The students—few of whom had formerly evinced an interest in music other than rock and roll—were enthralled with the routine of an orchestra.

The people who visited classes that week were not typical of our usual school visitors. An assortment of people came to help out—mothers who painted, a junior high student who is a fine artist, a modeling instructor.

A high school junior who demonstrated the equipment and technique of scuba diving was perhaps the best-received visitor. He astonished both teacher and class with his thorough knowledge of the subject. He was an excellent instructor, and the benefits derived from his lesson were two-fold: The class learned from his demonstration, and the young man assumed a professional role and was successful in it.

A number of committees from various classes made trips to both school and city libraries to collect materials appropriate to their subjects. Coin collectors read magazines on the subject and talked with a noted numismatist. A group interested in teaching conferred with a college supervisor of student teachers and then planned a short lesson and taught it to a first grade. Children interested in learning about wilderness survival built a lean-to shelter on the playground.

Friday proved to be the most frantic day of the week. Classes wrote and mailed thank you letters to everyone who had shared knowledge with them. In addition, the members of each study group discussed the strengths and weaknesses of the experimental week. All agreed that the week had been worthwhile, and many suggested that the school should try such a program again.

—JUDITH M. BROWN, *elementary teacher; and* DON EMBERLIN, *principal, Seth Lewelling School, Milwaukie, Oregon.*


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plete one project of his own choice that relates to the language being studied. The trick to the success of this program lies in having the teacher make sure that the projects selected are in direct proportion to the students' interests, capabilities, and potentialities—in that order.

Before I approve any project, I try to make certain that it is interesting, challenging, and compelling for the student. I usually accomplish this through a series of questions in which I ask about the project and why the student has chosen it.

I assign a full test grade to the project in order to emphasize to the student its importance as a part of his learning activities.

The You-Choose-It Program has produced such results as articles in the local newspaper discussing the importance of the language; decorated display cases and bulletin boards emphasizing the relevancy of the language to the whole school; provocative reviews of important books in the field; personal interviews with prospective language students encouraging them to study a language; scholarly modern translations on the level of college work; skit writing for a school convocation; surveys of college language programs.

The most important result, however, is the enthusiasm that carries over into the daily classroom activities.

—Joe F. Bottorff, *Latin and English teacher, Seymour (Indiana) Senior High School.*

**A Skills Sharpener**

I use the overhead projector in conjunction with a radio tuned to local newscasts. I give students "radio news-gathering forms" for note-taking. As a guide to putting down the most important information, they use the newsmen's who-what-when-where-why-how formula.

I also take notes and write mine on the overhead to serve as a guide or model. I vary the use of the projector by (a) sometimes showing the class (usually the slower classes) the notes as we go along, (b) by flicking off the lamp and showing my notes only after the students have completed their note-taking activity, or (c) by having the class listen without taking any notes while I write questions on the overhead (with the light off) to serve as a ready-made checkup that I flash on as soon as the broadcast is over.

Frequent use of these activities greatly strengthens my students' listening and note-taking skills. It also provides a good takeoff for class discussion in current events.

—John Bedecarre, *eighth grade core teacher, Riverview Intermediate School, Pittsburg, California.*

**Ten Bulletin Board Attention Getters**

If your students show little interest in your bulletin board displays, try these suggestions:

1. Use plenty of color.
2. Post an important statement or picture upside down.
3. Misspell some of the words.
4. Let the students help you create the display.
5. Try to put across only one idea at a time.
6. Use quizzes. Post the questions on one board and the answers on another.
7. Make liberal use of pictures and cartoons.
8. Use large, easy-to-read letters.
9. Change displays often.
10. Make sure the display matches the level of the grade you teach.

—Joseph M. Plesich, *counselor, Stanton High School, Irondale, Ohio.*

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# PROFESSIONAL CALENDAR

*The following information has been compiled to meet many requests for a listing of meetings sponsored by NEA or national groups affiliated with it. Additional meetings will be listed in the September issue of* TODAY'S EDUCATION.

**May 1-3**—Political Action Clinic, NEA Committee on Citizenship, Hot Springs, AR.

Natl. and regional conferences, American Assn. of Elementary-Kindergarten-Nursery Educators: **May 2**—Southwest regional study/action conference, Fort Collins, CO. **June 7-12**—Creative education workshop, Part I, in cooperation with Western Illinois University, Bloomington. **June 14-19**—Creative education workshop, Part II, Bloomington. **July 1**—Annual program meeting, San Francisco. **Aug. 5-7**—Natl. study/action conference, Washington, DC.

Conference, American Assn. of School Administrators: **May 3-5**—Far West Drive-In Conference, planned in cooperation with Rural Education Assn., Las Vegas, NV. Seminars and programs, AASA-Natl. Academy for School Executives: **May 3-9**—Instructional technology and the school executive, Las Vegas. **May 11-15**—Programed budgeting, Crystal Bay, NV. **July 6-10**—Instructional staff evaluation and productivity, Cheyenne, WY. **July 13-17**—Strikes and sanctions, Chicago. **July 20-24**—Innovations in school staffing and organizational patterns, Pittsburgh. **July 27-31**—Evaluation of administrative and supervisory personnel, Reno. **August 3-7**—Drugs, sex education, and other controversial issues confronting schools, Niagara Falls, Ontario, Canada. **Aug. 9-15**—Human factors in the improvement of educational administration, Pittsburgh. **Aug. 10-14**—Advanced PPBS (RADS) and systems analysis, Reno.

Regional conferences, Natl. Science Teachers Assn.: **May 7-9**—Eastern regional conference, Atlantic City. **Aug. 20-22**—Rocky Mountain regional conference, Laramie, WY.

**May 13-15**—Annual convention, Assn. for Educational Data Systems, Miami Beach, FL.

Meetings, Natl. Business Education Assn.: **June 10-12**—Future Business Leaders of America, Philadelphia. **June 13-15**—Phi Beta Lambda, Philadelphia.

**June 14-18**—Southwest district convention, American Assn. for Health, Physical Education, and Recreation, Lihue, Kauai, HI.

**June 23-29**—Summer conference, Student NEA, Burlingame, CA.

**June 26-29**—Annual summer conference, Natl. Council of Urban Education Assns., San Francisco.

Meetings, Natl. Commission on Teacher Education and Professional Standards: **June 27-30**—National Assn. of State Directors of Teacher Education and Certification, Burlingame, CA. **June 27-30**—Annual meeting, state TEPS chairmen and consultants, Burlingame.

**June 27-29**—Leadership conference, Natl. Council of State Education Assns., San Francisco.

Regional meetings, Natl. Council of Teachers of Mathematics: **June 28-30**—San Juan, PR. **Aug. 16-19**—Boulder, CO. **Aug. 26-28**—Milwaukee.

**June 28-July 4**—Annual conference, American Library Assn., Detroit.

**June 29-30**—Delegate assembly, Natl. Faculty Assn. of Community and Junior Colleges, Palo Alto, CA.

Meetings, Natl. Assn. of Educational Secretaries: **June 30**—Departmental meeting, San Francisco. **July 22-31**—Annual conference and institute for educational office personnel, Tucson, AZ.

**June 30-July 1**—Natl. meeting, Natl. Council of Administrative Women in Education, San Francisco.

**June 30-July 1**—Membership annual meeting, Department of School Nurses, San Francisco.

Meetings, Assn. of Classroom Teachers: **June 30-July 1**—Representative assembly, San Francisco. **July 7-18**—Natl. conference, Irvine, CA.

**June 30-July 6**—NEA Convention, San Francisco.

**July 2**—Advisers and Consultants Workshop, Future Teachers of America, San Francisco.

Meeting and workshop, Assn. for Student Teaching: **July 2**—Joint AST-ACT meeting, San Francisco. **Aug. 16-20**—Annual summer workshop, La Grande, OR.

**July 6-10**—Annual seminar, Natl. School Public Relations Assn., Los Angeles.

Workshops, Natl. Assn. of Elementary School Principals: **July 6-17**—Workshop on role of elementary school principal in individualizing instruction, Pennsylvania State University, University Park. **Aug. 10-21**—Annual leadership workshop, State University College of Arts and Science, Plattsburgh, NY.

**Aug. 17-20**—Annual conference, American Driver and Traffic Safety Education Assn., Atlanta.

For a list of dates and places of all human relations laboratories and professional development programs to be conducted by the NTL Institute for Applied Behavioral Science during the calendar year 1970, write to Elaine McTighe, director of admissions, NTL Institute, 1201 16th St., N.W., Washington, DC 20036. □


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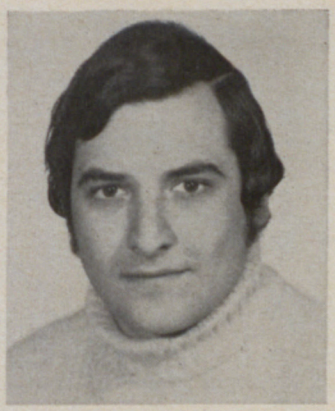

*Mr. Edward Chervin, Whitelaw Reid Junior High School, Brooklyn, New York.*

**"The students weren't interested in available material."**

"When you're teaching economically and socially deprived children to read, you have to use their interests to involve them. Our fourteen-year-olds laugh at the third- and fourth-grade books they can manage, but they lack the reading comprehension to handle materials appropriate for their own grade level. So I have to find material that doesn't insult their minds, but encourages them to want to read.

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"I asked my classes to hand in as homework a list of their five favorite television programs, and two things happened. For the first time this semester I received a paper from almost every student, and I became a TV addict. Each night I watch the shows they listed, being careful to jot down names of characters and places. Then I go to my fluid masters and write out the plot of each show in short story form.

**"TV plots introduce new words."**

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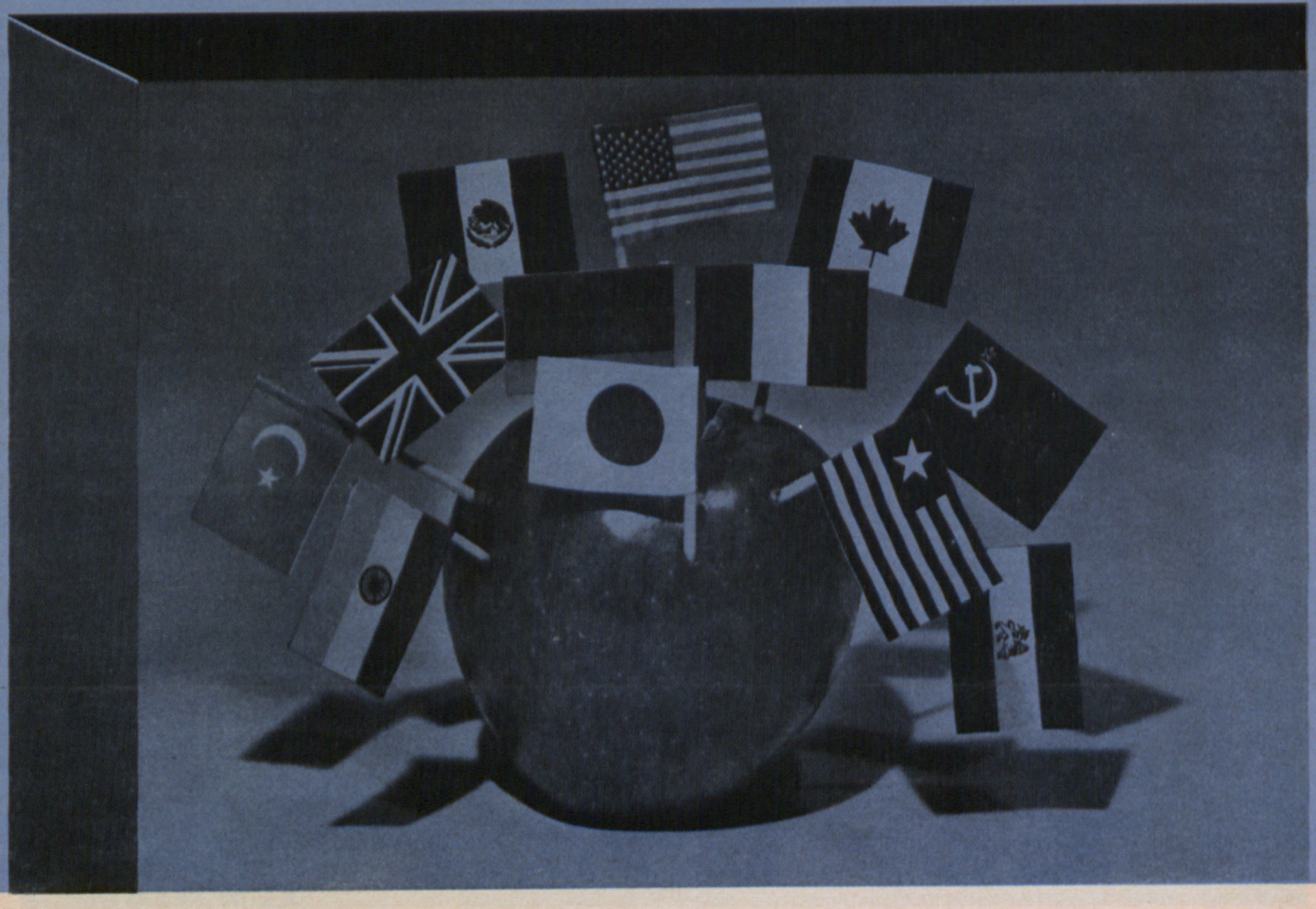
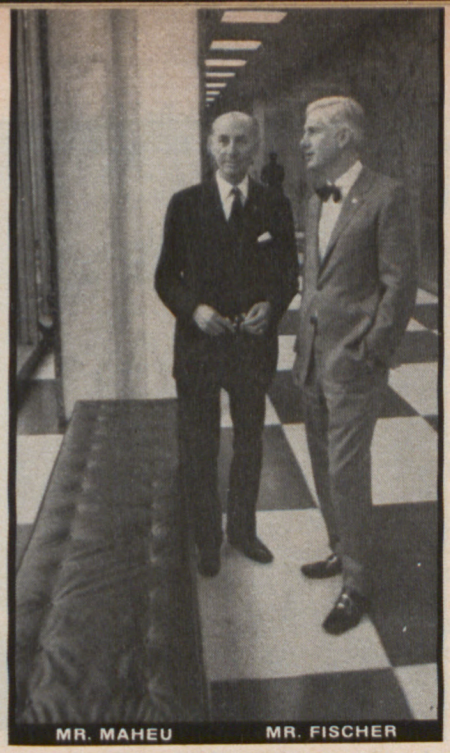
...a dialogue between NEA President George D. Fischer and René Maheu, director-general, United Nations Educational, Scientific and Cultural Organization (UNESCO).

# The Road to Peace and Progress





MR. MAHEU MR. FISCHER

□ **Mr. Fischer:** This is International Education Year [IEY], a year for all countries to look carefully at their educational systems in order to improve them. Did the idea not start in the United States?

**Mr. Maheu:** The idea emerged during a talk I had with President Johnson in the White House, in 1967, just before the Williamsburg Conference on the World Crisis in Education. The President then went to Williamsburg and introduced the subject of an International Education Year. He wanted it to take place as soon as possible, and suggested 1968 as IEY, but we finally agreed that we couldn't possibly make the preparations necessary for a worldwide program before 1970.

**Mr. Fischer:** 1970 was an appropriate year to choose —the beginning of a decade. During this decade, we expect much educational development and improvement in the United States and development to an even greater degree elsewhere in the world. We hope that this decade will be *the* decade for providing adequate educational opportunity all over the world.

**Mr. Maheu:** I hope so, too. Many educational problems are global, and through IEY, UNESCO hopes to bring these problems to the attention of the whole world.

**Mr. Fischer:** One of the resolutions having to do with IEY adopted by the General Assembly of UNESCO dealt with discrimination in education. Is this not a worldwide problem?

**Mr. Maheu:** Yes. Consider the situation of women, for example, or of the rural populations. These groups are discriminated against, whether purposely or not. In many countries, people of modest social and economic origins are discriminated against educationally.

**Mr. Fischer:** Unfortunately, we have our problems with discrimination in the United States. We have geographic and religious discrimination as well as discrimination by sex and race.

**Mr. Maheu:** What role do you think teachers' associations ought to play in solving such problems?

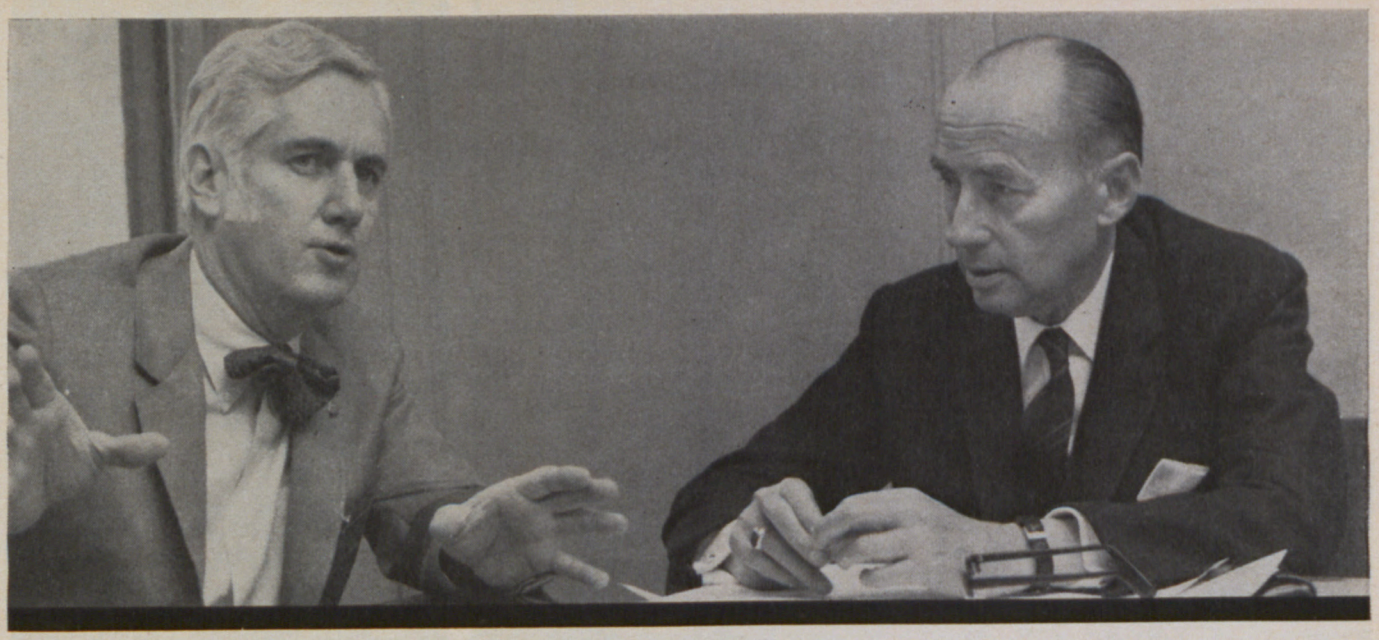
**Mr. Fischer:** I think that they should be the leaders. In the first place, discrimination is based on the false premise that one group is inferior to another. That's just not true. We can show that individuals develop in proportion to the education and other opportunities they receive, and teachers and their organizations should be at the forefront demonstrating this. Then, too, since teachers don't represent any one group—they come from all walks of life, all political parties, all parts of the country, and they are wherever people are —they are in an ideal position to work against prejudice. The place to begin to break down prejudice and discrimination is in the classroom. To use the school as an instrument of discrimination is criminal.

**Mr. Maheu:** But the role of the teacher must not stop at the walls of the classroom. It is of dubious value to have an ideal world within the walls of the school if children must face a quite different universe when they go back to their families or out on the street. The school should be an integral part of the community. This means that the teachers must reach out and get in touch with the parents, with the community leaders. In fact, they must become leaders.

**Mr. Fischer:** I certainly agree. Teachers need to be part of the power structure. In keeping with this philosophy, we at NEA have been working on teacher involvement in politics for years. We believe that most of the decisions we live by in society and in the world are political decisions and that what happens to teachers, most of whom are public employees, results from political decisions. For too long, the teacher has been a second-class citizen. NEA is spending thousands of dollars to encourage teachers to become politically active citizens. Not only will this give teachers a measure of control over their own lives and environment, but as NEA sees it, teachers will be in a position to become community leaders. They will become agents for change in such matters as discrimination and undesirable environmental conditions.

**Mr. Maheu:** A person who is not an agent for change in all phases of his life—personal and professional—is not a true educator.

**Mr. Fischer:** Of course. Teachers, at least American teachers, have been laboring for a hundred years under an inferiority complex. They have felt that they did not have the right to be as influential in the community as were the members of other professions —the lawyers and the doctors—and the more affluent



people. Recently, however, we have undertaken some fascinating influence studies which show that teachers really have more influence than anyone else except the few people at the top of the power structure in their communities. They need to keep this in mind and put their influence to work by joining with civic organizations and other forces outside the school to improve education and educational opportunity.

**Mr. Maheu:** One change that we at UNESCO would like IEY to help bring about is to get rid of the concept that education is an activity that takes place only during a certain phase of life—or even that it is a prelude to living. Education has been institutionalized on that basis, and this has set the schools apart from life, like the cloisters of the Middle Ages.

**Mr. Fischer:** I agree. Right after I left the university, I realized that young people in the university then lived in a dream world. Education wasn't relevant.

**Mr. Maheu:** It won't be relevant as long as we continue to treat education as something different from life. Real education is a process of continuing knowledge and of revision of ideas, and this process must be carried on throughout life.

**Mr. Fischer:** We've all seen the difference between an 85-year-old who has let himself die intellectually and one who is exciting to be around because he has continued to grow, to change, to accept exciting new ideas. In other words, his education has been lifelong.

**Mr. Maheu:** I think that gradually the center of gravity of education will shift from the present institutions out to the activities which are closely related to life itself. These activities are now regarded as marginal to the educational system, and they are hardly institutionalized, but they are bound to become more and more important, and it is increasingly urgent that they be organized and institutionalized so that they may play their full part in the educational process.

**Mr. Fischer:** In this country, we've made some progress in this direction. Many of our universities are now establishing colleges of continuing education.

**Mr. Maheu:** I have heard of these. I have talked recently with someone who is working through a network of perhaps twenty universities in this country on what he calls Universities Without Walls, in which travel and working in an economic enterprise can be part of a university education.

**Mr. Fischer:** We have some NEA programs along those lines which might interest you. For a number of years, some universities have been cooperating with our Travel Division to give teachers academic credit for travel. A newer departure is a program in which graduate students serve as interns in Congress. And now, working through the Student NEA, we're bringing undergraduate and graduate students into my office to serve as interns and learn Association work. These interns are getting true-to-life education.

**Mr. Maheu:** We have interns at UNESCO, too. Each year, thirty to forty undergraduates come and work during the summer in the UNESCO Secretariat. They don't simply sit there and observe. They have desks, and they work as they learn.

**Mr. Fischer:** And as they learn, they get interested in UNESCO. How can we in this country encourage student interest in UNESCO? As a teacher, I know from experience that young people would be bored to death by having to learn about the bureaucratic structure of the organization.

**Mr. Maheu:** You're right. And the lofty aims and ideals of UNESCO won't mean much to the students unless they can learn about—better still, see—what we are trying to do in areas that they are interested in. Education about UNESCO or about the United Nations itself should be about specific activities, those that are successful and those that are not. I think that UNESCO should produce diversified materials for classroom use, materials that would suit both the variety and the diversity of the local communities.

**Mr. Fischer:** I think that today's young people would be very much interested in UNESCO if they only knew about it. They're different from my generation of college people or college-educated people. We were depression-oriented and used college education to assure ourselves that we would never suffer the humiliation that came with government handouts. My college sophomore son and his friends, on the other hand, don't care much about making money. My son's special interest is paleontology, but he shares his friends' interest in peace, political science, and the social revolution that's going on now in our country. What UNESCO needs is for teachers to show students that

UNESCO is an instrument that can help them pursue these interests, worldwide. I think that NEA can help here.

**Mr. Maheu:** I wish that NEA could help make teachers realize that UNESCO is the organization of the teaching profession, just as the International Labor Organization is the organization of the workers. Perhaps we have not publicized our efforts in this direction enough. For example, we have produced a recommendation on the status of teachers. Now our international norms are probably below your national norms, but I am sure that American teachers are not indifferent to the condition of other teachers throughout the world. Perhaps we should supply more information about UNESCO activities that relate directly to the teaching profession.

**Mr. Fischer:** Mr. Director, your statement on the IEY concludes: "UNESCO will do all in its power . . . to make International Education Year a solemn occasion for the governments and peoples of the world to rededicate themselves to the cause of constructing in the minds of men the defences of peace and the basis of social progress." We look to education to promote peace, and yet history shows that the best-educated countries in the world have engaged in the most destructive wars.

**Mr. Maheu:** This takes us back to something we were talking about earlier. Education brings power. Educators should be the last to ignore it. As long as educators believe that they are involved only in the process of giving the intellectual tools of living to the community and are not involved in the use of these tools, education will always be blamed for all the wrong uses made of them. They must feel concerned—directly concerned—with the use which is actually made of the tools and power they provide.

**Mr. Fischer:** I think that the IEY can do a lot to make them face these problems.

**Mr. Maheu:** We hope so. We hope to draw the attention of people and governments to problems that are human problems and that cannot be solved except through human cooperation on the global scale. The problems that affect the survival of the human race cannot be solved except by a common understanding of their nature and implications from a global point of view and through a global effort to solve them. Educators must contribute to this understanding and be a part of this effort.

**Mr. Fischer:** Teachers belong in the mainstream of our great social dilemmas.

**Mr. Maheu:** They will be in troubled waters. Their activities and their persons will become controversial when they express their views on and intervene in the objectives of society and of life. It seems to me, however, that they have no choice. They are in the center of controversy now just because they have avoided controversy heretofore. The younger generation has performed a great service for adults by showing them that education should be in the center of social controversy.

**Mr. Fischer:** It's time for us teachers to take off our coats and roll up our sleeves. John Donne, in the sixteenth century, expressed what our philosophy must be—"No man is an island."

We have to commit ourselves to the fundamental thesis that we do not merely teach a fragmented part of mathematics or science or English in a classroom; we use our education and our influence and our ability to grapple with the social issues and make this better world we talk about a reality. As I see it, people who have health, education, material things, comfort, and enough food will not go to war en masse. I think the education profession can be the greatest instrument for peace the world has ever seen, and the NEA is committed to making it exactly that. □

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## The Role of Teachers' Organizations in International Education Year

**The immediate antecedent of International Education** Year was the Conference on the World Crisis in Education, which met at the suggestion of President Lyndon B. Johnson in October 1967. Addressing 152 educators from 42 countries, President Johnson said, "You might consider calling on the United Nations to set a target time for reviewing our goals and planning new progress—an International Education Year. Don't limit your efforts." In December 1968, the General Assembly of the United Nations voted to designate 1970 as International Education Year.

Concerted world attention for one year will not solve all the questions in education. A crisis which has been developing for decades is not likely to be solved in a few days. However, it will be useful to mobilize worldwide initiative and give education the priority it deserves.

The World Confederation of Organizations of the Teaching Profession (WCOTP) exists to give effect to the international purposes of its 142 national members.

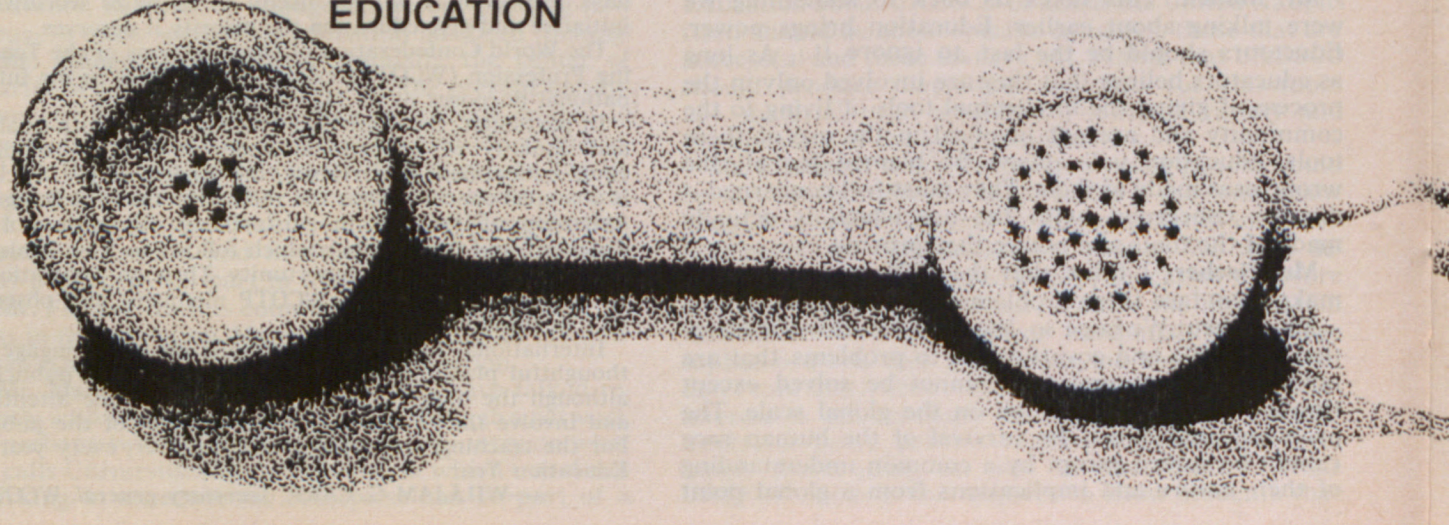
In particular, the Confederation will stress both quality and equality of educational opportunity. In providing equal educational opportunity, the quality of the teacher is a central concern. Thus the theme for the 1970 Delegate Assembly of WCOTP in Australia is "Qualities of a Teacher," and the Seminar which follows in New Zealand will consider "Equal Opportunity Through Education." In addition, most of the WCOTP members will observe IEY in suitable ways.

International Education Year calls on us to engage in thoughtful planning rather than in spectacular publicity, although the hope is that IEY will attract the attention and involve the efforts of a large segment of the public. For the teaching profession itself, however, every year is Education Year.

——WILLIAM G. CARR, *secretary general, WCOTP.*

**GEORGE HARTUNG** *and* **RENA GELMAN**, *Department of English, University Extension, University of Wisconsin, Madison.*

# SOMETHING DIFFERENT IN IN-SERVICE EDUCATION



□ **In Wisconsin, we have been trying something different** in in-service education. In 1965, University Extension, the University of Wisconsin, began offering continuing education programs over the Educational Telephone Network that made possible group discussions among participants widely scattered about the state. These programs originate from a small studio on the Madison campus and are received at listening stations equipped with a loudspeaker and a telephone.

In order to speak, the listener need only lift the telephone receiver—the line is already connected to the studio. No dialing is involved. All participants simultaneously hear remarks made by anyone around the state. The telephone stations are located in hospitals, clinics, courthouses, and on 15 University of Wisconsin campuses. What we have, in effect, is an immense statewide party line. We now regularly schedule programs for librarians, lawyers, pharmacists, physicians, and other professionals.

**The English Department of University Extension began** its Educational Telephone Network Workshop for English Teachers in 1967. From the start, we felt we should offer something other than the usual lecture-discussion sort of in-service program. The party line nature of the network suggested we had an opportunity to provide a program that junior and senior high school English teachers themselves could shape to their needs.

We did the preliminary planning during several meetings with interested Madison teachers who were receptive to a new approach in continuing education. We rejected conventional programs and approaches, feeling that the workshop should not be another education course. We avoided lectures on method and subject matter in favor of informal exchanges of ideas and experiences among teachers and specialists. Participants, we decided, would suggest and select topics.

In late August, we mailed announcements of the program to Wisconsin public high schools. Enrollment was not overwhelming; although others joined later, we began with 20 schools and about 80 teachers.

Each program consisted of a panel discussion carried on by four to six teachers, University faculty, or guests and lasting between an hour and an hour and a half. The panel usually monopolized the first part of the program. Sometimes they followed the agenda closely; sometimes they abandoned it as the discussion became warm. A five-minute break to allow participants to frame questions and responses followed the first half of the program. Lively exchanges between panelists and teachers often developed, sometimes leading to discussions that continued after the program went off the wire.

From the beginning, discussions were informal. Listeners at distant stations would break in with "Speak up—we can't hear you" or "Get closer to the mike." Some teachers disliked the informality, but most welcomed the chance to talk back and raise questions. The telephone network medium lets questioners remain anonymous, and some take advantage of this to give frank, even sharp, reactions. Experienced teachers can shoot down broad generalizations unsupported by actual classroom experience. By insistent questioning, participants can resolve apparent conflicts on basic principles.

Teachers who might never consider writing an article about their classroom successes have opened up new approaches for others when they have casually mentioned an idea and have been encouraged to explain exactly what they do. Sometimes a brief exchange develops between two teachers several hundred miles apart, and the panelists and participants listen as the two discuss a text, workbook, or specific teaching problem. Some of the most valuable contributions have come not from faculty specialists but from teachers themselves. Occasionally we get very negative reactions to the presentations of specialists—"Too theoretical" and "We've had all that."

**The topic of the first meeting, in October 1967, was** "Problems of the Beginning English Teacher." Other workshop sessions of 1967-68 were "Levels of Instruction: Problems of Coordination" (chiefly on the transi-

tion from high school to college), "Reactions to 'Teaching the English Language in Wisconsin'" (a curriculum guide), "Problems of Teaching Composition," "A Discussion with Recent High School Graduates," and "Teaching Creative Writing."

A reaction to some programs was that discussion was too general. Some abstractness is almost inevitable in the initial attack on a topic, but panelists commonly assume they need to explain in detail the basis for their approach to teaching problems. We discovered, however, that an effective method of getting panelists to be specific was to encourage participants to break in with questions.

Distinguishing between what is meant by *specific* and *general* has not always been easy. A few teachers seem to feel they are getting nothing specific unless they are given someone else's lesson plans. We have tried to maintain a wide-open discussion of teaching practices and problems and to avoid becoming mere distributors of sure-fire theme topics, lesson plans, and canned lectures.

Teachers in smaller, relatively isolated communities appreciate the workshop most. They welcome the opportunity to discuss their problems with others in similar circumstances and to benefit from the experience of teachers in larger, more innovative systems. And, we suspect, they may become less passive and submissive toward the administrators in their small school systems.

**In response to many inquiries, we did what we could** to persuade school boards to grant in-service credit to participants for this year. Eighty-six percent of the participants are now receiving credits toward salary increments. Our enrollment has risen to 230, despite the fact that this program is not a means of effortlessly accumulating in-service credits. Meetings are one evening a month, and many teachers travel 20 or 30 miles to a telephone station.

After each program, the teachers fill out reaction sheets. Their lengthy and discerning reactions indicate that most of them listen carefully and thoughtfully, whether they actively participate or not. Many are trying to put into use much of what they learn. Some reactions find fault—enough to keep us from becoming complacent and to support our conviction that English teachers do not remotely fit the stereotype of passive conformity.

Experience with other in-service programs suggests that our format is more productive than the usual lecture-demonstration-discussion kind, at least in promoting the free exchange of ideas and reactions to them. One teacher said, "When I have to choose between a linguistics lecture offered at my school and the telephone exchange, I choose the latter. It's more practical."

We have tried to bring college and high school teachers closer together. In one program, high school teachers and University and Madison Area Technical College staff discussed problems of preparing for college-level composition and literature courses.

One participant said we were all "twenty years behind." We hope to get *that* teacher on a panel soon.

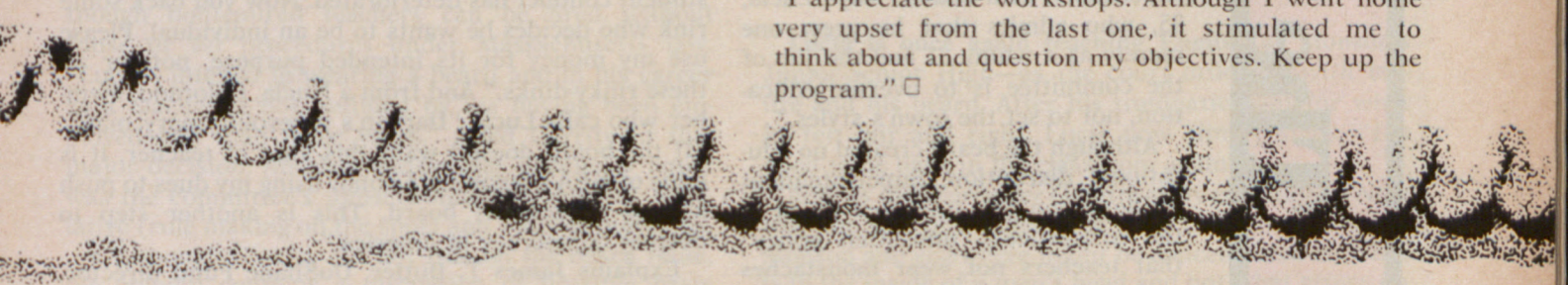
**One adventuresome feature the telephone network** gives us is the freedom to "bring" guests to Wisconsin from all over the country. For a program on listening, for example, University of Minnesota Professor Ralph Nichols spoke from his office and answered questions on his techniques of teaching good listening habits. Or, on relatively short notice, we feature the writer of a stimulating article, who is able to remain at home while he discusses his article.

Although attendance has been excellent, we tape each program and make it available to anyone who has missed a meeting. Teachers have accepted the medium with enthusiasm, yet we think we have only begun to realize the potential in in-service programing and professional communication.

New media demand experimentation, but too often we restrict their use to old modes of instruction. Our program stresses using the telephone network as a two-way medium, and thus the long lecture is out. We mail reading material to participants in advance and devote telephone time to *brief* presentations by panelists and then to an exchange of ideas and reactions.

As we develop workshop sessions, we try to: (a) keep programing responsive to teachers' desires as indicated on the reaction sheets, (b) have experienced high school teachers serve as most of the panelists, and (c) consider university faculty and high school teachers as fellow teachers who share many concerns.

**An hour and a half seems little time to cover many** of our topics, but participants have often been surprised that they had time to say all they wanted to and to ask all their questions. The effect of sitting in a small room with congenial colleagues and facing a battery of microphones makes for a businesslike atmosphere. We aim not for a consensus among participants but try to provoke controversy. We feel we are succeeding when we get responses like the following: "I appreciate the workshops. Although I went home very upset from the last one, it stimulated me to think about and question my objectives. Keep up the program." □



# The Case of the Bearded Teacher

□ **The case of an outstanding non**-tenured teacher in Monson, Massachusetts, who refused to shave his beard created far-reaching ripples. What originated as an experiment in male vanity swelled into a divisive community issue that attracted statewide attention and eventually made waves around the country. When the court's decision was announced, NEA Center was inundated with calls from attorneys, from disgruntled members protesting DuShane Fund aid to a bearded teacher, and from teachers—some in trouble—wondering about their rights.

David Lucia's unwitting crusade has opened the door for more favorable decisions on a variety of matters concerning nontenured teachers and has raised the following significant questions:

- Which regulations are necessary to the successful functioning of a school system, and which ones not only serve no purpose but also might be beyond a board's domain?
- Who is liable for decisions public bodies make?
- What impact will the Lucia case decision have for other teachers unprotected by tenure laws or by negotiated agreements, who have been dismissed "at will" in many states?
- Does a clean-shaven but less competent educator have a healthier influence on his charges than an excellent bearded one? Can a teacher's value be judged by the amount of fuzz on his face?

**Lucia's problems began in January** 1969 when he returned to school after Christmas vacation with a short, neat, well-trimmed beard. He soon found that beards and teaching did not mix in the small, conservative town of Monson.

"I couldn't believe that the school committee would spend so much time and money for something as superfluous as a beard," says Lucia, 25, who admits that he grew one merely as a whim. "I feel the job of the committee is to oversee education, not to set the town's styles."

Although the beard created no educational disruption, Superintendent William Donovan informed Lucia of the committee's "unwritten policy" that teachers not wear moustaches or beards, and on January 15 when he handed him a letter expressing this position, he suggested orally: "I'd remove the beard, but the decision is up to you."

After an apparently amicable meeting with Lucia, the committee voted the next night to suspend him for seven days for "insubordination and improper example set by a teacher in the Monson school system." They later voted to suspend him for an additional two days if he appeared unshaven on January 29—which he did—and to meet on January 30 for a dismissal vote. All meetings and proposed votes were conducted without Lucia's knowledge. At no time did the board give the third-year, eighth grade teacher a choice between shaving or dismissal.

**The committee denied Lucia's request that the Janu**ary thirtieth meeting be postponed until his attorney could be present but told him he could personally attend. As some 40 residents supporting the teacher waited in a crowded foyer to learn the reason for his suspension, the dramatic meeting began with the chairman's resignation. The questions of two appointed community spokesmen were met with silence or insinuations that Lucia knew what the charges were. After voting unanimously to fire Lucia, committee members resigned en masse, claiming they were weary of being harassed by citizens giving both pro and con opinions.

Lucia became an "issue" in the March 10 committee race in which only one of four contenders from the former "beard board" (so dubbed by some who criticized them for quitting under fire) was reelected. By a margin of 3 to 2, the new committee denied reinstatement for Lucia.

Meanwhile, Lucia tried in vain to obtain a job. As his lawyer from the Massachusetts Teachers Association asserted and the judge later agreed, discharge of a teacher for no stated reason frequently makes it impossible for him to obtain employment in other districts and bars him from the profession. Lucia resorted to a $1.87 an hour job in a plastics factory, on the 11 P.M. to 7 A.M. shift. Aided financially by MTA, he later turned to the NEA for an interest-free loan.

**Letters poured into NEA denouncing DuShane** Emergency Fund support. From Maplewood, Missouri: "I . . . am tired of these bearded hippies who . . . create disturbances. . . . No teacher belongs in a schoolroom who doesn't teach respect for law and order and dress so he looks like a human being." From Greenfield, Wisconsin, regarding support of other bearded teachers: "The courts have ripped us apart; consequently student conduct has deteriorated. Now you back some rink who decides he wants to be an individual. Please use my money for its intended purpose, not for all these rinky-dinks." And from a Nucla, Colorado, member who calls Lucia "Darwin's preevolutionary man": "If the board doesn't want this kind of teacher, it is none of NEA's business. I abhor using my dues to push around a [school] board. This is another step to destroy democracy in America."

Explains James T. Butler, DuShane Fund director, "The DuShane committee does *not* judge a teacher or his actions when voting on requests. Our job is to

ensure that each teacher dismissed improperly or for the wrong reasons gets a fair hearing and, if necessary, his 'day in court.' An investigation of the facts plus the backing of Lucia by his local and state associations indicated that he was improperly dismissed. He received no notice of charges, fair hearing, or opportunity to say why he should not be fired—especially in the absence of written policy—beard or no beard."

NEA President George D. Fischer emphasizes, "Teachers must be protected from arbitrary discrimination and unreasonable regulations that have nothing to do with their teaching capability." Lucia's teaching ability was unquestioned. Shortly before his firing, he was rated excellent in *every* category, other than that of grooming because of his beard. Parents proclaimed that he caught the imagination of their offspring and involved them in their studies. Because of his rapport with the young, the more difficult youths were often referred to Lucia, who was also Monson's recreation director.

**NEA attorneys provided many relevant briefs for** this teacher's defense, conferred with state association counsel, and encouraged Lucia to file in U.S. District Court, Boston, under the Civil Rights Act of 1871, rather than to try the state court route.

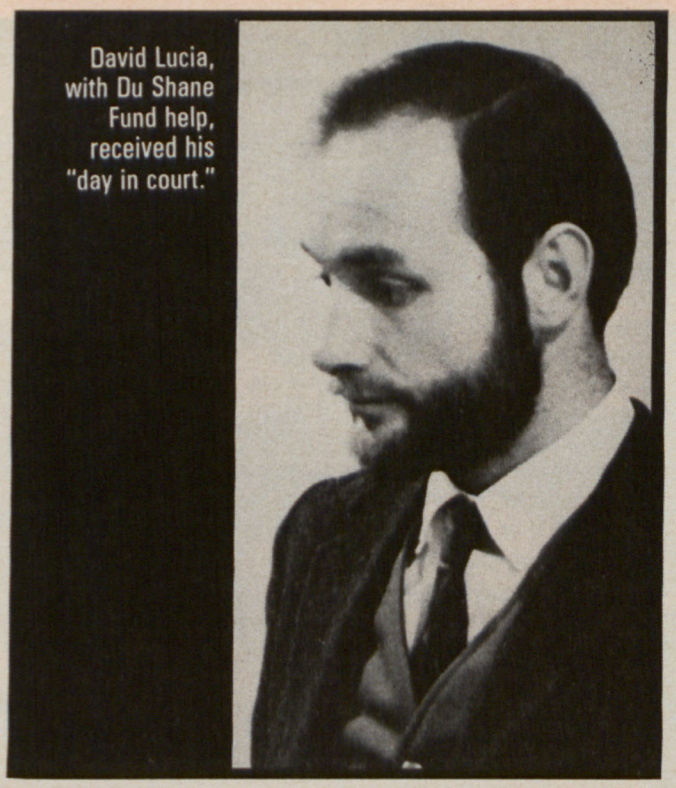
Following a preliminary hearing May 27, Judge Arthur Garrity, Jr., ruled against Lucia's reinstatement during legal proceedings as "pointless" because the school year was nearly over. Later he ruled that the case came under federal court jurisdiction in the matter of the committee's dismissal procedures if not in the matter of Lucia's right to wear a beard. The town counsel had contended the matter was a contractual dispute because of failure to give Lucia 30 days termination notice as required. Trial date was set for June 19.

Politics even entered the case as State Representative Alexander Lolas of Monson appealed to the state's attorney general to take an active interest and participate in the case since "I'm apprehensive lest the traditional autonomy and authority of every school committee in the Commonwealth may be under threat with consequent harm to public education in Massachusetts."

**Judge Garrity's August 26 decision is notable in a** number of respects:

• In spite of numerous cases holding otherwise, Garrity ruled that Lucia was entitled to due process of law—notice and fair hearing before dismissal—under the Constitution's 14th Amendment, even though nontenured teachers can be fired without cause or set procedures under Massachusetts law. "Lucia's interest in wearing a beard and in his career as a teacher is not nullified by his having been employed less than three years," ruled Garrity in this major decision. Another due-process deficiency noted was the committee's indiscriminate merging of legislative (rule making on the spot) and judicial functions.

• Although Garrity did not rule on the beard issue, his opinion contains a discussion of possible basis for ruling that a teacher has a constitutionally protected right to wear a beard when defendents cannot show that the state has a subordinating, compelling interest to encroach upon personal freedoms or that a beard would materially and substantially disrupt schoolwork and discipline. Garrity noted that the committee's en masse resignations and refusal to answer townspeople's questions indicated that they were imposing their own personal standards concerning beards.



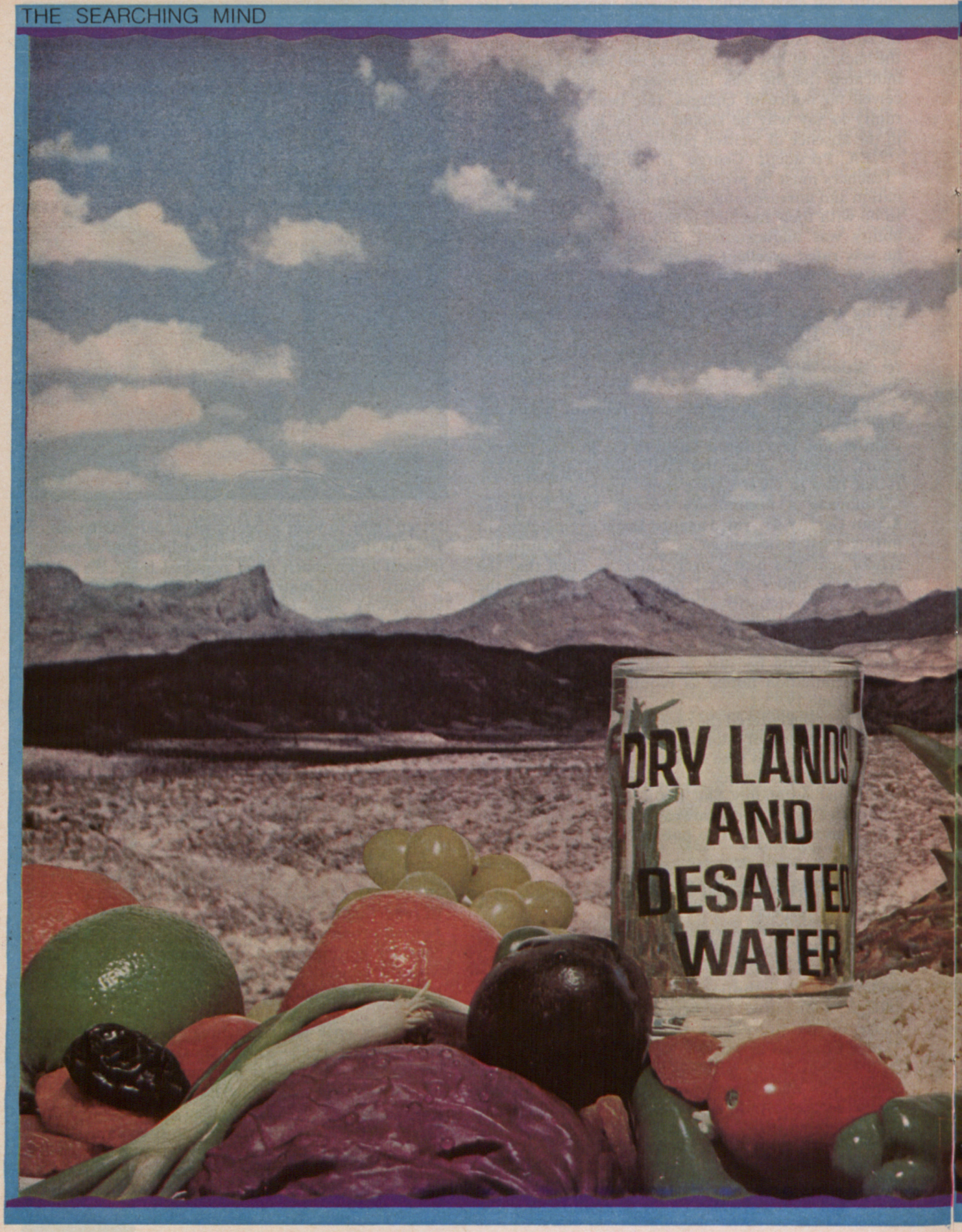
David Lucia, with Du Shane Fund help, received his "day in court."

• In addition to $1,575 in lost wages with no deduction for other money earned, the court awarded Lucia $1,000 in compensatory damages for pain and suffering from an aggravated ulcer condition and for loss of weight caused by his unlawful dismissal. Drawing the line between an honest mistake and a deliberate attempt to deprive a teacher of his rights, the judge denied punitive damages.

• In a precedential decision, he held former school committee members and the superintendent *personally* liable for financial penalties, including court costs. In reporting the decision, the *American School Board Journal* proposed, "Might school boards now want to consider getting out of the beauty business and on with the education business? It is likely, at any rate, to be cheaper that way."

**Lucia is once again teaching English at Monson's** Junior-Senior High—as the court ordered—*with* tenure and his beard. After his traumatic fight for what he felt fair and right, Lucia now simply sighs, "It's good to be back in the classroom again!"

And, as the *Worcester Gazette* aptly concludes, "Now that the war of the beard is over, future attention in Monson and elsewhere might be concentrated on what is in the inside of a man's head and not what grows on the surface." □


DRY LANDS
AND
DESALTED
WATER

**GALE YOUNG,** *assistant director of Oak Ridge (Tennessee) National Laboratory.*

□ **Mounting population and pollution** exert pressure on man to enlarge his living space. At present, a third of the world's land is dry and virtually unoccupied, while half of the world's people are jammed—impoverished and undernourished—into a tenth of the land area.

The past decade has seen a quickening of interest in the large-scale desalting of seawater as a means of opening up dry areas of the earth for human occupancy. Thus, Jacob Bronowski writes, ". . . let me ask first what is going to be the single greatest technological change in the physical sciences over the next twenty or thirty years. My guess is that desalting of seawater is going to be the most important advance for overall world development. Without this, the whole complex program of bringing underdeveloped countries to an acceptable level of economics, education, and political maturity is insoluble."

And Charles Lowe writes, "The desert is man's future land bank. Fortunately, it is a large one, offering eight million square miles of space for human occupation. It is also fortunate that it is a wondrously rich bank, which may turn green when man someday taps distilled seawater for irrigation. Bridging the gap from sea to desert will be greatly facilitated by the geographical nearness of most of the world's deserts to the oceans. When this occurs, it will surely be one of the greatest transformations made by man in his persistent and successful role in changing the face of the planet."

To picture the transformation, imagine what changes would follow if Baja California were to be opened up for settlement with the help of desalting and power stations. In the 40 years that the Metropolitan Water District of Southern California has had access to water brought from the Colorado River, the assessed evaluation of the region served by this water supply has been increased by $20 billion. What might another thousand miles of southern California be worth in a few generations?

The transformation has already begun to take place on a small scale in certain locations. Thus, Kuwait, in the hot, sandy environment of the Persian Gulf, and Shevchenko, on the barren eastern shore of the Caspian Sea, where the Russians are building the world's largest desalting unit, are two oil-field communities that depend upon desalination for their water supply. Kuwait has recently ordered acres of enclosed greenhouses at a cost of many thousands of dollars per acre to supply garden produce that will be fresher and reportedly cheaper than imported produce.

In general, desalination will be able to meet the freshwater needs of municipalities and industries located along the ocean shore, or in some interior regions having salty lakes or groundwater. And anywhere that cities go, some agriculture—at least enough to supply fresh fruits and vegetables—tends to follow. But it is less clear whether agriculture that depends on desalted water ("desalination agriculture") may someday expand to include substantial production of staple foods as well.

In enclosed agriculture, such as Kuwait will have, so little fresh water escapes that its cost is not important. The situation is quite different in open-field agriculture, where large amounts of water are lost to the atmosphere. Some have stated that for many years the cost of desalted water will be "at least one whole order of magnitude greater than the value of the water to agriculture."

Other writers have been more optimistic: The value of distilled water for agriculture in Israel has been estimated to be about 27¢ per 1,000 gallons— a reasonable figure. A generalized study indicates that "arid tropical and semitropical regions with year-round growing climates appear potentially capable of growing food at costs in or near the world market import price range, using desalted water at prices like 20¢ per 1,000 gallons."

As I have mentioned, the growing of some high-value crops tends to follow the occupation of a dry area,

Dr. Young wrote at greater length on this topic in the January 23, 1970, issue of *Science*.

and an economic enterprise would, of course, first seek to saturate the market for this produce. But one is not going to feed the teeming millions on orchids or avocados, so the inquiry turns inevitably to the bulk staple foods.

Of the staples, the grains are the most important; and, of the grains, rice is the staple and preferred food of half the human race. For this reason, its value on the world market is double that of wheat. But rice is not usually talked about in connection with desalination agriculture because of its reputation as a water hog.

Rice growers typically use several times as much water per pound of grain as is needed for the other grains. While some people may have doubted that rice requires so much water, this is the way the picture has stood historically. Just recently, however, experimenters in India have obtained a good crop of rice with only 16.7 inches of water, applying irrigation only when the soil was completely crusted. The rice yield was only 6 percent lower than in a corresponding experiment (based on the classical practice of continuous submergence) that used six times as much water.

This finding, if confirmed in subsequent tests and field experience, may turn out to be one of the landmarks in the war against hunger. Taken at face value, the Indian experiment places rice right in among the other grains as far as water consumption is concerned.

**The newest United States desalt**ing plant, at Key West, Florida, produces 2.5 million gallons of fresh water per day at a cost of about $1 per 1,000 gallons. It is anticipated that the larger plants envisaged for future regional water supply will be able to attain lower costs through the economies resulting from large-scale production and the benefits of more advanced technology. An advanced plant (now in the planning stage) producing 8 million gallons of fresh water a day is expected to do so at a cost of about half that for the Key West plant. Still greater reductions should be possible in larger future plants.

Our country's fastest-growing region is the desert of the Southwest. This suggests that the vast, warm, dry areas of the world may be attractive for human occupancy as earth's population soars—if the water and power needs can be met. It may also be that nuclear energy will have a significant role in opening up these arid areas and creating usable land for human living space.

Since much arid land lies relatively near the sea and the aggregate length of the coastal deserts nearly equals the circumference of the globe, desalination is a freshwater source of broad potential applicability when cheaper alternative sources are not available. It will make it possible for cities and industries to spread widely along the ocean shore, bringing with them agriculture for garden produce.

I believe that desalination agriculture is in the realm of practical possibility, rather than being far afield. To my mind this potential appears of sufficient importance, in view of the population expansion and the interest in opening up new lands and communities, to warrant the development of advanced desalting plants and intensive scientifically managed agriculture. And I hope that controlled-environment agricultural test chambers and desert-research farms running on distilled water may become as well known to you on your TV screen in a few years as starving Biafran babies were in the recent past. □

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# UNFINISHED STORY

*The editors present this story for classroom use as a basis for group discussion, role playing, or creative writing. They also call attention to a publication entitled "Unfinished Stories for Use in the Classroom," available for 75¢ (2-9 copies, 10 percent discount; 10 or more copies, 20 percent discount) from the NEA Publications-Sales Section, 1201 16th St., N.W., Washington, DC 20036.*

**What Should Janice Do?**

❑ **Janice was so mad she was afraid** she'd cry. Ever since the first grade, she had been getting the blame for things that were really Cathy's fault. Take this morning. During arithmetic, Cathy had reached across the aisle and taken Janice's ruler. After using it, she'd laid it on the side of her desk away from Janice, so when Janice needed the ruler, she'd had to ask for it. Mrs. Appleton had chosen that moment to be looking in Janice's direction.

"Janice," she said, "you are going to have to get over your habit of talking whenever you feel like it. Perhaps it will help you to do it if you stay in during recess and think about it."

Janice had looked at Cathy, thinking perhaps Cathy would explain it was her fault that Janice had talked. Fat chance! At the recess bell, she'd turned to Janice and said, "Tough luck."

It had also been mostly Cathy's fault that Janice had had to stay in at recess yesterday. Cathy had convinced Janice that it would be great fun to tease Jay, who was a terrible cry-baby, by hiding his lunch. Cathy had taken Jay's lunch box from the shelf and shoved it into Janice's desk, saying, "Jay would be sure to see it in my desk because he sits right behind me."

When Jay had discovered that his lunch was missing, he'd gone crying to Mrs. Appleton. The teacher, instead of giving Jay her usual talk about how he should try to handle his own little problems, had told everybody to clear out their desks and spread everything on top. Jay's astronaut lunch box was too big to hide, so Janice just had to sit and wait for Mrs. Appleton to see it.

Maybe Cathy will say she was really to blame, Janice had thought, but Cathy didn't say a word when Mrs. Appleton ordered Janice to stay in for recess.

Janice was tired of getting into trouble on account of Cathy while Cathy never got caught doing anything wrong. And Cathy did the same thing with other girls too. Something should be done about her. But what?

What should Janice do?

*Thoughts To Think Aloud:*

1. Would Mrs. Appleton have thought Janice was acting like a baby if she'd told her about her problems with Cathy?
2. Could Janice get some of the other children to help her deal with Cathy?
3. Can you think of a grown-up situation involving someone like Cathy? □

# San Francisco Convention

□ **Setting NEA policy and electing NEA officers will** be major tasks of delegates to the NEA Representative Assembly in San Francisco, June 30-July 6. If you are a delegate, be sure you are prepared for the meeting, and be sure to take your responsibilities seriously. You are helping to run your Association. If you will not be in San Francisco yourself, be sure that you are represented by people who know where you stand on basic issues in education and on Association concerns.

Reproduced here is a capsule program for convention week. Reports of the convention will appear in subsequent issues of TODAY'S EDUCATION, and the *NEA Reporter*, and in taped and filmed highlights available from the NEA.

Following the convention, two special tours will be available to all NEA members and their families:

- *HPC Tour to Hawaii* (10 days). Leaves San Francisco on July 7 and returns on July 16. Price: $349.
- *A-3 Tour to Alaska* (18 days). Leaves Seattle on July 9 and returns on July 26. Price: $805.

For further information about the tours, write to the Educational Travel Division at NEA headquarters. □

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<tr><td rowspan="4">Registration NEA, ACT, and Others and Exhibits Open (Civic Auditorium)<br>Departments National Affiliates Associated Organizations 10 A.M. Open Hearing on ACT Resolutions<br>Open Hearing on ACT Constitution and Bylaws<br>2 P.M. ACT Representative Assembly</td><td></td><td>State Delegations</td><td>State Delegations</td><td>State Delegations</td><td>State Delegations</td><td>State Delegations</td></tr>
<tr><td>Departments National Affiliates Associated Organizations 10:30 A.M. ACT Representative Assembly</td><td>Committees Commissions Council NEA Task Force NEA Units</td><td>9:30 A.M. NEA BUSINESS MEETING</td><td>10 A.M. NEA BUSINESS MEETING</td><td>10 A.M. NEA BUSINESS MEETING</td><td>10 A.M. NEA BUSINESS MEETING</td></tr>
<tr><td>Special Groups (Luncheons, 12:15 P.M.)<br>2:30 P.M. ACT Representative Assembly</td><td></td><td colspan="4">← NO LUNCHEONS SHOULD BE SCHEDULED ON THESE FOUR DAYS, JULY 3 THROUGH JULY 6, AS THEY WILL BE DEVOTED TO MEETINGS OF THE REPRESENTATIVE ASSEMBLY. →</td></tr>
<tr><td>7 P.M. ACT Open House</td><td>7:30 P.M. ACT Representative Assembly</td><td></td><td>2 P.M. NEA BUSINESS MEETING</td><td>2 P.M. NEA BUSINESS MEETING</td><td>2 P.M. NEA BUSINESS MEETING</td><td>2 P.M. NEA BUSINESS MEETING</td></tr>
<tr><td colspan="2"></td><td>NEA FRIENDSHIP NIGHT</td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="7">Classroom Teacher Night will be scheduled on Thursday, Saturday, or Sunday evening.</td></tr>
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# The first complete graphic arts curriculum especially for today's

# created students.

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Until now graphic arts teachers had to piece together their own course, or adapt it from a printing text. The *Graphic Communications Series* ends all that. It's a completely new and exciting way to teach graphic arts at the secondary and junior college levels. And it's a comprehensive course — written to "their" level.

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The course is designed to minimize the teacher's clerical and supervisory tasks.

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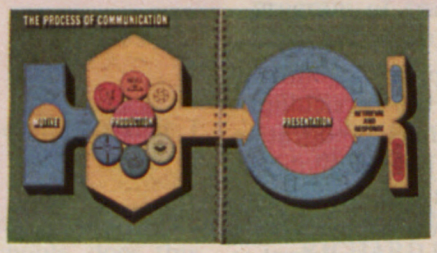


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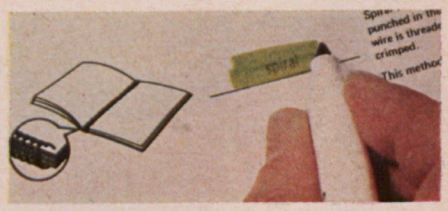

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# ROCK

## OPINIONS DIFFER

## WHERE DOES ROCK MUSIC BELONG IN THE SCHOOLS?

□ **We [the Music Educators National Conference] are** asking educators to recognize the spirit of youth by including youth's own expression in the curriculum.

The MENC leadership believes music education should encompass *all* musics—rock, jazz, ethnic, electronic—the full spectrum, not just the traditional musics of the classics. Beyond this, we believe young people have created a vital musical expression that cannot be ignored in the schools if music education is to be relevant and if we are to produce a discriminating, musically involved generation.

Rock music, I believe, is an issue that needs to cause no further generation gaps, no further confrontations between student and teacher. Music is a humanizing force that can unite us in a divisive age; that can heighten communication in an era when human relations cause so many problems.

—WILEY L. HOUSEWRIGHT, *president, MENC, and dean, School of Music, Florida State University, Tallahassee.*

□ **Students enrolled in East High School's general** music class soon discover that rock music is definitely in. Can we justify our use of this music in our otherwise traditional program? Yes! Our music department's participation in the Youth Music Project at the University of Wisconsin during the summer of 1969 provided the stimulus for our ideas and justification for trying a program.

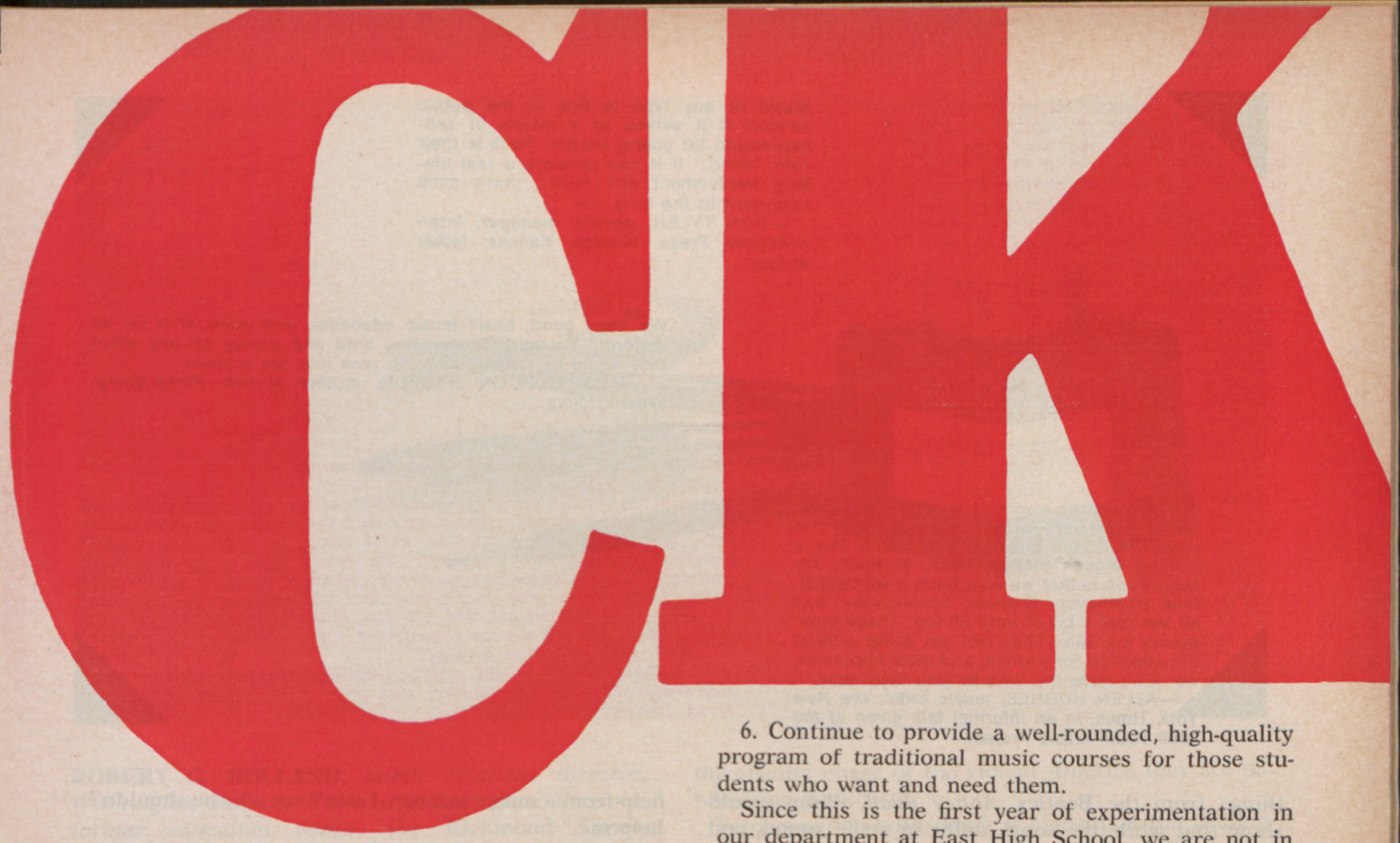
In the past few years, music enrollment had settled to an average of about 15 percent of our total school population. Although this represents a large number of students in the 10 schools that make up the Phoenix Union High School System, it still means that 85 percent at any one time may not be involved in any music at the high school level.

Furthermore, although a preface in our school system's catalog states that "all students need some form of musical experience which will project beyond the classroom," we have been slow to meet this need. In fact, a large majority of our students who do take part in our programs end active participation in music when they graduate.

However, large numbers of students across the country who no longer participate in school music programs, or never did, are active and successful performers in rock groups.

Since I had virtually no experience in rock music, even as a listener, the purpose indicated on the Youth Music Project brochure that MENC sent me a year ago last April seemed inviting: "To bring educators and youth together in a common learning situation using the music of youth as the central theme . . . the Institute will introduce educators not only to the music of youth, but also to those who compose this music, perform it, appreciate it, and enjoy it. This new element . . . will facilitate the instruction of that 80 percent . . . who never participate in a music program in the secondary school."

For four weeks the Project participants heard rock music of many descriptions. We had frequent opportunities to exchange ideas with youngsters who had heretofore been living examples of the "communica-



tions gap." These experiences convinced me that I should continue my efforts to keep these kinds of contacts alive in my own teaching.

Now that MENC has endorsed the use of rock music as part of music education in our schools, does this suggest that music teachers must scrap their existing programs? By no means! I believe the following approach is realistic:

1. Listen regularly to the music of youth. We should be aware of what's happening in music today.

2. Find out what your students think about today's music, and what they listen to out of school. A questionnaire we gave to our students was an eye-opener. Responses to the request, "Name your three favorite rock groups," produced a composite list of about 150 groups!

3. Provide rehearsal facilities for any youth groups that exist in your school. You may even offer to help the group improve—*if* they ask for help. (At the Institute many rock performers, even professionals, expressed desire and need for improvement in reading and writing of music and in performance skills.)

4. Use today's popular music in existing classes. The November 1969 *Music Educators Journal* discusses a variety of effective uses of rock music as examples of rhythm, melody, harmony, and form. Our own experiment has gone smoothly. The teacher said recently that most of the students hadn't realized they could study and evaluate rock and also have an interesting experience learning more about music.

5. Offer class instruction on the guitar. What better, more portable instrument can be found to serve both as an accompaniment for group singing and for individual enjoyment?

6. Continue to provide a well-rounded, high-quality program of traditional music courses for those students who want and need them.

Since this is the first year of experimentation in our department at East High School, we are not in a position to suggest that all music teachers teach rock music performance skills. But it is evident that all of us who teach music in schools across the land need to meet the challenge of changing times.

—RICHARD LONGFIELD, *chairman, Department of Music, and band director, East High School, Phoenix, Arizona.*

□ **Today's youth listens to rock music—whether it** blares forth from a car radio, is played by an organist at a football game, or is part of a personal record collection. The high school music appreciation teacher is faced with the dilemma of trying to teach the classics to an audience that would (for the most part) prefer to listen to the top 40 rock tunes of the day.

How can the music teacher make the ironically termed long-haired music relevant to today's youth? I would like to propose that the teacher should not despair, but rather should take advantage of this interest in rock and use it as the key to open the door by way of comparing musical styles.

There are many forms of rock—not to mention soul. In order to spark initial musical discussion, the teacher might take a poll in each class to determine interest areas. Chances are that the answers would reveal three categories: rock, soul, psychedelic.

As a starter, students could bring their favorite records to class and discuss differences as well as similarities in style, sound, and rhythm. As these are fairly obvious, students can ascertain them easily. Not so obvious are differences and similarities in *form*, and the teacher may need to point them out. An analysis of James Brown's "Cold Sweat" and "Some-

The Music Educators National Conference's acceptance of rock and other present-day music as legitimate and their sanction of its use in education can only be interpreted as another alarming example of today's permissive, spineless retreat before a tidal wave of fantastically overpromoted and commercialized sound effects for young people.

Rock is the phoniest excuse for "folk" or "popular" music ever devised, and the MENC "cats" are going to find that their broad-mindedness about it may help to smother, by sheer weight of sound and fury, a lot of sensitive musical talent.

—HENRY S. HUMPHREYS, *music critic, the* Cincinnati Enquirer.

Music of any type is fine in the public schools if it serves as a means of self-expression for young people. Rock is their own "thing." If it can promote a real life-long involvement with music, that's most important in the long run.

—DON TYLER, *general manager, Intercollegiate Press, Mission, Kansas; father of four.*

We need good, basic music education and more of it for all children. I'm against spending time and money on any effort that would be needed to bring rock into the schools.

—MRS. GORDON JEMISON, *mother of two, Parkersburg, West Virginia.*

Considering the wariness of kids, we are not going to get very far with a sneaky plan that begins with the Beatles and heads like a homing pigeon straight back to Bach. My suggestion is that we give Bach a sabbatical. Give Beethoven, Brahms, Tchaikovsky, and all the rest a bit of time off too. These composers are safe. They can get along without our attention for a while, and most important, we don't have the time to give them now.

—ALLEN HUGHES, *music critic, the* New York Times, *in an informal talk given at the 1969 Youth Music Project.*

Let's use . . . music which the young people know as a point of departure into the music that they don't know. Let's have more projects in which (a) lecture-demonstrations and performances are presented that delve into the music, the history, and the sociological aspects of rock, jazz, popular, folk, and *all* world music, and (b) probing discussions are held with not only the young people who are the performers—the representatives of only 20 percent or less of today's students—but also with those who are the consumers—the other 80 percent. Let's demand that [college music administrators] begin to prepare us so that we can prepare the young people who are going to live in the twenty-first century.

—THOMAS MacCLUSKEY, *visiting lecturer in music and humanities, University of Colorado, Boulder; and music critic,* Rocky Mountain News, *Denver.*

thing" from the Beatles' *Abbey Road* album would show that while the songs differ in style, sound, and rhythm, their forms are the same *(aba)*.

Next step would be to compare today's music with the four periods in music—the baroque, classic, romantic, and contemporary—by relating them to rock in terms of sound, style, rhythm, and form.

More ought to be done to relate classical music to contemporary rock, not only to gain student interest but to build understanding. Since rock has drawn from the past, this should not be difficult.

One fear that seemingly besets educators is that if rock were incorporated into the curriculum, youth would lose interest in this kind of music because the "establishment" had accepted it. I think this wouldn't happen if teachers used rock music as a stepping stone to an understanding of the classics and refrained from making evaluative judgments.

In my opinion, however, you can't isolate rock and build an entire curriculum around it. Who could put Burt Bacharach; Blood, Sweat, and Tears; Aretha Franklin; and hundreds of other performers into a current course, build an outline with some semblance of order, and keep it relevant? By the time the teacher had planned the course and laid it out, 50 new groups with new sounds and ideas would have sprung up.

The plausible way to teach rock is to incorporate it into a music appreciation class under the general category of contemporary music.

Some teachers question whether they should expend effort in assisting rock musicians on school time and within school facilities. Many students would answer that they can express themselves better through rock than through any other musical means. Some would say, "I taught myself to play the guitar. I can't cut this other stuff, but I can play rock and when I need help from a music teacher, I don't see why he shouldn't help me."

Here we need a word about "musical expression." Expressing one's self musically is difficult. To have control over your instrument and be able to make it say what you want it to say takes disciplined training. Few high school rock bands today have musicians who can truly express themselves through their instruments, although the amount of self-motivated hard work, practice, and creativity going into the average rock group is tremendous. I think that, to be really relevant, the school should support this kind of involvement in every way possible.

After all, the issue isn't rock or any other specific, current fad in music. The issue is how to open up musical involvement for as many public school students as possible. It takes all kinds of musical experiences today to reach all kinds of young people in a meaningful way. Rock doesn't need to dominate the scene, but it has a place alongside the other kinds of music. So, now that the music educators have opened the school door to rock, I hope the kids will cross that threshhold and meet the teachers more than half way. It should make for some interesting harmony! □

—MIKE WILLENS, *senior, Bethesda-Chevy Chase High School, Bethesda, Maryland; formerly the leader of Blind Witness, an out-of-school rock group whose members are Montgomery County high school students; a member of the Montgomery County Youth Orchestra and the County Stage Band.*

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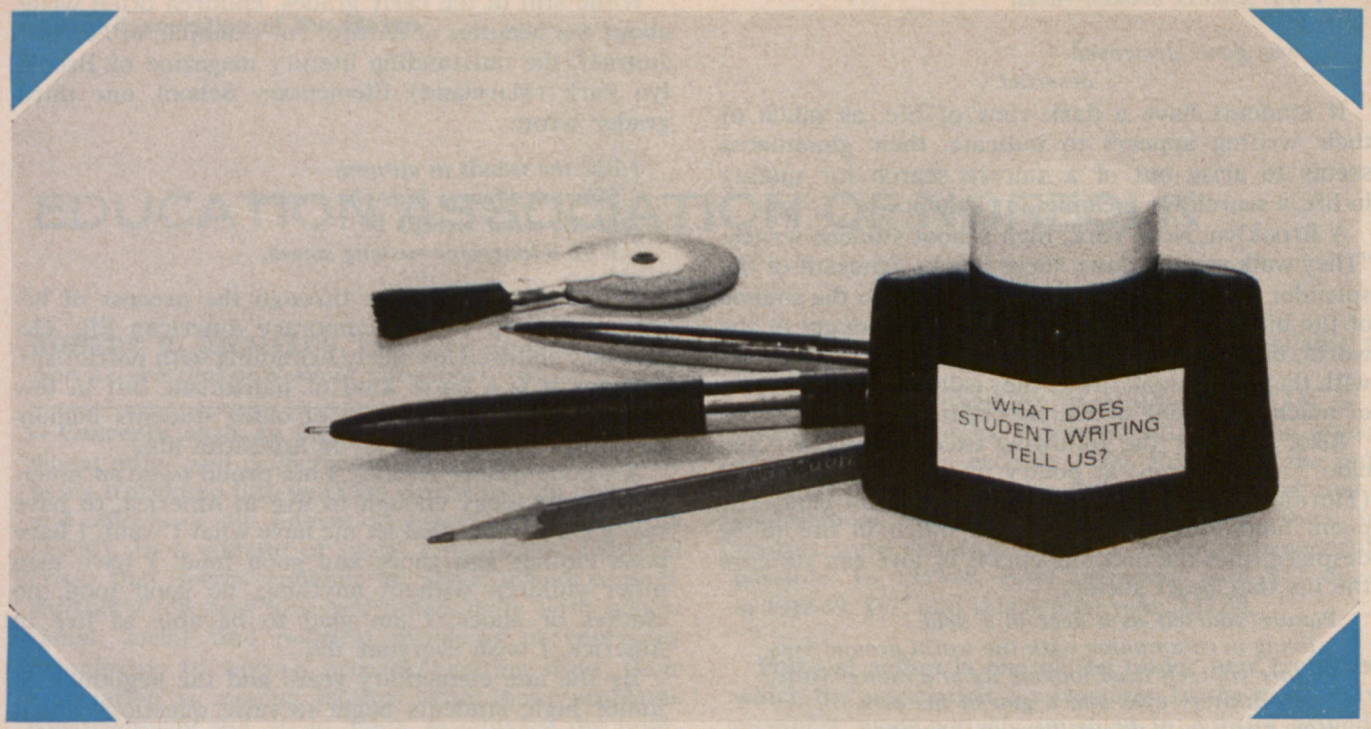
This feature was obtained with the close cooperation of the Music Educators National Conference, an NEA national affiliate. For an in-depth treatment of the subject, see the November 1969 issue of the *Music Educators Journal*, from which some of this material was taken. On October 31, 1969, with NEA support, MENC publicly issued a statement endorsing inclusion of youth music in the public school curriculum.




**ROBERT G. HOLLAND**, *public relations director, Washington and Lee University, Lexington, Virginia; former education editor, the* Richmond Times-Dispatch.

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□ **One of the best ways an educator can tune in on** the now generation is to read carefully as many student newspapers and literary magazines as possible—especially ones published at the school where he works. What elementary and secondary students are telling us on paper reveals much about the character and disposition of this generation. Reading their writings should make educators more knowledgeable about the roots of student activism, and perhaps they will be heartened to discover that many youths appear to be having *paper-and-pencil,* rather than *physical,* confrontations with the adult world.

My experience with student writing has been gained from editing material for an education and information service offered by Washington and Lee University. The service surveys student publications from more than 2,000 high schools in the East and South and reprints exemplary student writing. In addition, during the past year, my wife, Allyne, a teacher of English, and I have read hundreds of student literary magazines from all sections of the nation while preparing a book on student magazines. [*The Student Journalist and the Literary Magazine,* Richards Rosen Press, Inc., 1970.]

**Whether the writing is that of a third grader or a** high school senior, it is apparent that students' concern about the great problems of the day is at a high level. Students are searching for answers to life's big questions—Who am I? What is the purpose of life? What are the reasons for man's inhumanity to man?—and they restlessly seek to reconcile the placid picture of American society projected by their textbooks with the chaotic image of the violent America they see on television newscasts.

Preoccupation with death is evident in the writing in many of the student literary magazines. That this is so should not be surprising, considering the wave of assassinations during the bloodstained sixties. The images of funeral marches and grieving widows have been stamped indelibly on the student consciousness.

A Cincinnati, Ohio, high school student began one poem:

*Think upon the time you cried,*
*The week in which our leader died,*
*And how you screamed in disbelief;*
*Then calmly set yourself to grief.*

In a selection entitled "Death," an eighth grader in Staten Island, New York, moaned poetically:

*Born to know joy and happiness,*
*Knowing not of grief or sorrow*
*Until the time comes.*
*Suddenly it is dark.*
*Oh, why must it end this way?*
*Why must it end?*

The following poem by a Newport News, Virginia, girl is a poignant expression of youthful disillusionment with life:

*Born*
*I was free, innocent—young*
*Young*
*I was carefree, misled—wanted*
*Wanted*
*I was happy, hopeful—loved*
*Loved*
*I was hurt, misused—hated*
*Hated*
*I was lonesome, dejected—old*
*Old*

*I was useless, broken—dead*
*Dead*
*I was gone, destroyed—*
*deserted.*

If students have a dark view of life, as much of their writing appears to indicate, their gloominess seems to arise out of a sincere search for quality in life, a search for meaning in existence.

A Brooklyn, New York, high school student writes: "They walk rapidly down these blocks, ignorant of the splendor that surrounds them, ears deaf to the sounds of the birds in spring, eyes blind to the beauty of the world, unaware of the smell of a rose, just concerned with their own small life as they call it. Are they people or machines, living or merely existing?"

Also, consider the following excellent poem, "Suicide," which won a poetry contest at Lakeland (Florida) High School for student William Hoff. The poem holds out the hope, amid much in life to be despised, that the unifying effects of love can yet cure the ills that beset society.

*Picture yourself as a deer in a field*
*living in communion with the world around you.*
*Picture yourself dead looking up at a hunter with*
*bloodthirsty eyes and a gun of his own.*
*How much faith do you have in mankind,*
*as a deer,*
*brave hunter?*

*Picture yourself black in a ghetto with*
*rats at your feet.*
*Picture yourself being shot in the back as*
*you help yourself to what is all around you.*
*How much faith do you have in mankind,*
*as a black man,*
*white, middle-class Protestant?*

*Picture yourself as a cop on a lonely*
*street late at night.*
*Picture yourself being called a pig by the*
*people you're trying to protect.*
*How much faith do you have in mankind,*
*as a cop,*
*foul-mouthed militant?*

*Picture yourself young seeking identity in a world*
*of hate and violence.*
*Picture yourself a hippie being beaten on the*
*head standing up for what you believe is right.*
*How much faith do you have in mankind,*
*as a hippie,*
*strong-armed cop?*

*Picture yourself in a rice paddy in a*
*faraway land.*
*Picture yourself reading stories of draft-card burners*
*while your best friend is dying.*
*How much faith do you have in mankind,*
*as a soldier,*
*young draft dodger?*

*Picture yourself as all of these in a battle*
*of morals resulting in hate and violence.*
*Now picture yourself killing—yourself.*
*Color it today.*
*Picture yourself as one united by love.*
*Color it hope.*

While still in the early grades, children often write about the beauties of nature. For example, in *Le Petit Journal*, the outstanding literary magazine of Brooklyn Park (Maryland) Elementary School, one third grader wrote:

*I like the woods in autumn*
*When dry leaves hide the ground.*
*And the wind sweeps by*
*With a lonesome rushing sound.*

Before they have gone through the process of becoming soured on contemporary American life, elementary children are fairly brimming with patriotism. Perhaps it is a naïve kind of patriotism, but in few instances does the writing of older students demonstrate such unabashed joy in American life.

A second grader wrote: "I am proud to be an American, to be lucky enough to live in America, to have two good parents that let me have what I want. I have good clothes and shoes and good food. I have seen other children without anything, no good food, no clothes or shoes. I am glad to be able to live in America. I wish everyone did."

By the late elementary years and the beginning of junior high, students begin to raise questions about the quality of existence in our society. They become aware of human foibles. How observant, how perceptive of the shortcomings of humanity was the sixth grader in Leonia, New Jersey, who wrote "The Barriers We Create."

*The greatest barriers on this earth*
*Are the barriers we create.*
*No mountains, forest, rivers*
*or swamps are as high*
*As the barriers we create.*
*Some are born in hate,*
*Some in fear,*
*Others come from deep within*
*the mind.*
*Many manifest themselves as*
*laws or walls;*
*But most are subtle barriers,*
*The ones we create.*

A black junior high school student in Oakland, California, felt compassion and expressed it in a poem, "The Lonesome Boy."

*The hungry child roams the streets alone*
*He goes about and wishes he were home*
*He sits on a rock and cries, "Why do they let me die?"*
*He walks the streets with a sorrowful heart*
*He feels as if he is torn apart.*

Prejudice, poverty, death, and war—these are all on the minds of young people today, and it will not do to dismiss their laments lightly with a reminder that youth have always been impressionable and passionately concerned with causes. Student publications of 30 to 40 years ago don't reflect such intense concern.

A 1934 literary magazine from John Marshall High School in Richmond, Virginia, contained a four-page essay on the art of passing notes in class; an adventure story about a stowaway; and poems about Edgar Allan Poe, historic St. John's Church in Richmond, and

*(Continued on page 62)*

# EDUCATION ASSOCIATION OF NORFOLK

**ROBERT R. RICHARDS,** *executive director, Education Association of Norfolk (Virginia), Inc.*

□ **Concepts such as meaningful integration, profes**sional unity, and participatory democracy are rapidly being translated into working reality for the members and officers of the Education Association of Norfolk (EAN). In a climate of racial tension and financial crisis that seems endemic to large urban centers, Norfolk's teachers are confronted daily with educational, social, and political problems of enormous complexity. In various precedent-setting ways, their association is moving to deal with these problems constructively and, in so doing, to advance the interests of its members and the profession.

It was not just an exercise in desegregation when the former Norfolk Teachers Association (black) and the Norfolk Education Association (white) came together to form the EAN. Today, the president, three members of the Executive Board, and a proportional number of members of the Representative Council of the association are black. Blacks and whites also serve on committees and in other leadership positions without regard to race.

Since October 1969, unification plans have been under way in Norfolk, and, as this magazine goes to press, prospects are promising that EAN will be the first association in Virginia to adopt a unified dues structure. Initially, association leaders developed the unification proposal, but eventually so many members became involved in the plans that every member has had the opportunity to be fully informed about the unification proposal.

The EAN has shown great determination in its negotiation with the Norfolk Board of Education. As a result, the base salary has risen a thousand dollars in two years and, for the first time, Norfolk teachers' salaries have reached the national average. Significant improvements have also been achieved in fringe benefits, personnel policies, and in a number of other nonsalary matters as well. These include: a reduction in the teacher-pupil ratio, the employment of instructional aides, released time for in-service training, more remedial reading teachers, greatly improved coordination of the curriculum, more adequate funding of instructional supplies, and an improved school health program.

Members also benefit from EAN membership in other ways. For example, they may receive insurance at a savings and are eligible for discounts on some retail purchases. At the same time a Special Services Committee is working diligently to improve and expand the scope of the programs now available to members.

In membership-service capability, the EAN is a pacesetter. Of the six Tidewater cities whose association membership exceeds 1,000, Norfolk is the only one that has established a full-time office staff and a professional, full-time executive director. Dues increases were required to make these improvements possible. In 1967-68, EAN members paid $12 dues; in 1968-69, $17; and this school year, $32.50.

**Political action is one of the major new fronts on** which the association is advancing. In the past, a few members were actively involved in politics as individuals, but there was little concerted action as a group. Now the picture is changing. Last year, EAN members formed a local Political Action Committee of Educators. This group met with candidates for local and state offices and gave public support and endorsement to those who were committed to improving education.

EAN members have also been active in the state Political Action Committee of Educators. The association is working to support the concept of a professional negotiation law in Virginia and efforts are being made to inform Norfolk's state representatives of the implications and ramifications of the negotiation bill proposed by the VEA.

Community involvement, also, is becoming a matter of top priority to the association. The EAN Representative Council has taken positive stands on such matters as open school board meetings, the rehabilitation of juvenile offenders, the proposed amendments to the state constitution, revisions to the city charter, and efforts to deal with the problem of drug abuse. Through the efforts of the EAN, members are volunteering as tutors to aid a private organization that assists youthful drug addicts. The association is also active in the Chamber of Commerce and seeks closer ties with other organizations such as the League of Women Voters.

Members are involved in the affairs of the association and are enthusiastic about its goals. As a result of constitutional and bylaw revision, participatory democracy is written into association structure, policy, and procedure. Communication among the members and between the membership and the association officers and the headquarters staff is free and open. The association periodically sends questionnaires to all the members on matters that concern them. These are used in preparing for negotiation, in determining special services, and in preparing position papers. □

You may not agree but . . .

# Little League Can Hurt Kids

says **DONALD F. SCHWERTLEY,** *assistant principal, Thomas Jefferson High School, Council Bluffs, Iowa.*

□ **Anyone who reads the sports page is familiar with** such terms as *player contract, franchise, farm team, all-star team,* and *world series.* They're part of the vocabulary of organized, professional baseball, the king of professional athletics that pays those who participate handsome salaries to entertain sports fans across the nation.

Strange to say, these terms are also part of the vernacular of every Little League baseball program from coast to coast. In case you find this hard to believe, let me relate some interesting facts. When a boy reaches the tender age of seven, he is eligible to try out for a Little League farm team. After several years of seasoning, he is eligible to go for the big time. Before he has even entered junior high school, a boy may come up through the bush leagues; hold a baseball contract; belong to an all-star team; and, if he can withstand the pressure, face a Little League World Series. A wholesome experience for a young boy? I wonder.

For years, child psychologists have contended that Little League activity is creating too much pressure and tension for participating youngsters. Former major league pitcher Joey Jay, the first Little League graduate to reach the major leagues, says he feels the program is too ambitious, with far too much parental activity and supervision. "I am certainly not in sympathy with the Little League program the way it has developed," states Jay. "Perhaps it was not intended to be this way, but it is not serving the purposes it claims to be and I don't think it is helping baseball."

Jay is particularly critical of the parents' role in the program. Others agree. It is frightening to watch a normally serene parent transformed into a raging wild man while watching his 10-year-old son compete in a Little League game. The amazing thing is that this same parent seems to be a wholesome, if somewhat vocal, fan when cheering his 16-year-old on the local high school team.

What causes the transformation? The answer seems to be in the organization, supervision, and purpose of the Little League program. While educators question organized interschool competition below the seventh grade, the Little League program has farm teams for

the first grader. And even though school coaches and physical education instructors are often overly ambitious with their programs, they are educators first and coaches second. Also their programs are under the watchful eye of professional supervisors and administrators, who are careful to see that intraschool athletics remain a part of the total education program of the school.

Consequently, while children in a school athletic program may not seem aware of it, they are usually conscious of the fact that they are students first and athletes second.

It would seem that Little League organizers need to examine the results of the program in the light of its expressed purposes. They need only to observe the actions of the spectator-parent to realize that Little League activities are not developing healthy values.

And in the same vein, educators should reexamine the desirability of intraschool athletics in the elementary school. Are Little League programs filling a void in the curriculum? Can an intraschool athletic program at the elementary level better serve the needs of our children than the Little League? The question is interesting food for thought. □

# Two Other Negative Votes

**It is natural perhaps for a father to watch with** pride the prowess of his offspring on the playing field, but . . . youngsters mustered into baseball and football leagues before their time are forced into situations they are unqualified to cope with. The notion that children are "little adults" has been swept away many years since by psychologists and physiologists alike.

Dr. Nicholas Giannestras of Cincinnati, who would like to see the Little Leagues toned down or broken up, says . . . that the vast majority of juvenile ball clubs do not even require a cursory physical examination.

Giannestras noted [at a meeting of surgeons in San Francisco] that X rays made of 40 Little League pitchers in a California city showed in every instance some evidence of physical change in the throwing arm. "Little League elbow" is today one of the commonest complaints in every pediatrician's practice. When only the muscles or ligaments are strained, the trouble can be corrected readily enough, but when the bones of the arm are involved, pathological change is irreversible.

Giannestras is not a professional wet blanket; in fact, he is a big sports fan himself. He believes the Little League idea is valid, but says its execution requires some drastic change.

For one thing, Giannestras says, the real peewees, little kids aged eight to twelve whose exploits gladden their fathers' hearts at the ball park on Saturday morning, should be barred from competition in the interests of their health. Also, he insists, the commercial sponsorship of Little League teams and the widely over-organized city, state, and regional tournaments systems should be eliminated.

All this will come as a blow to father. There is more than faint suspicion that the Little League is an ego-reinforcement for the perennial adolescent who, pushing 40, passes the ancestral jockstrap on to junior because he knows he isn't the man he used to be (and probably never was).

—William Hines *in the* Washington Star, *October 19, 1969. Copyright, World Book Science Service, Inc.*

**Competitive sports organized by school or other** community agencies are now played so universally in all parts of the country by children 13 years of age and younger that positive and realistic guidelines to govern participation need to be suggested.

Children of this age are not miniature adults. They seek and can profit from suitable play opportunities, but the benefits are not automatic. High quality supervision and a broad range of physical education and sports activities adapted to the needs and capacities of growing children are required for full realization of benefits.

The problems involved are sufficiently significant and variable to warrant each community's having a local committee representing educational, recreational, and medical specialists. Decisions about all school or community athletic programs may then be made in terms of local interest and needs, adequate supervision, and assurance of proper safeguards.

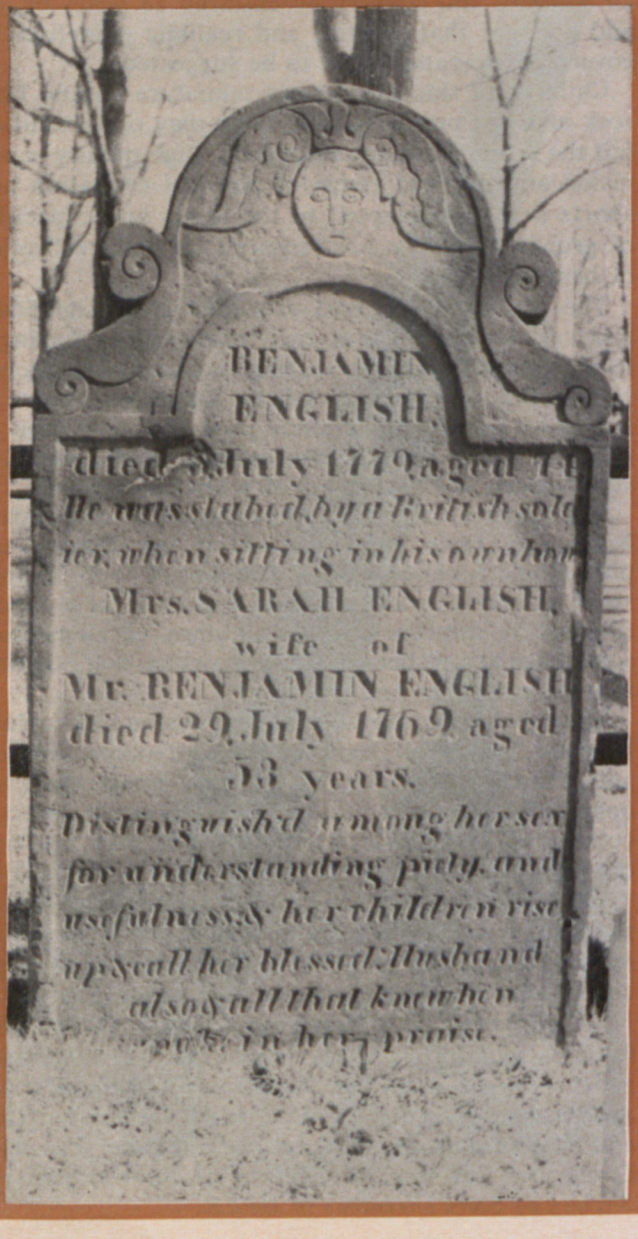
The positive values of sports should be emphasized because of their important effects on stamina and physiologic functioning and because of their lifelong value as recreational activities. Examples of competitive sports appropriate for children of elementary school age are archery, boating, bowling, golf, skating, swimming, tennis, and track.

Sports with varying degrees of collision risk include baseball, basketball, football, hockey, soccer, softball, and wrestling. The hazards of such competition are debatable. The risks are usually associated with the conditions under which practice and play are conducted and the quality of supervision.

Unless a school or community can provide exemplary supervision—medical and educational—it should not undertake a program of competitive sports, especially collision sports, at the preadolescent level.

—*Excerpted from* Desirable Athletic Competition for Children of Elementary School Age, *a statement approved by the American Academy of Pediatrics; the American Association for Health, Physical Education, and Recreation, an NEA national affiliate; the AMA Committee on Medical Aspects of Sports; and the Society of State Directors of HPER.*

# Mystery, History, and... an Ancient Graveyard




**MELVIN G. WILLIAMS,** *assistant professor of English, American International College, Springfield, Massachusetts. Mr. Williams has taught eighth grade reading and social studies and eleventh grade English and history.*

☐ **Ask any class of fourth or fifth graders what they** know of colonial life in New England, and you'll get answers ranging from the expected ones about Pilgrims and Indians at Plymouth to others about the primitive living conditions or the cruelty of the stocks and ducking stool. If the students put all their information together, they can probably create a wide-ranging and substantially accurate "history" of the New England region.

Their sources of information will be almost entirely secondhand—from books and television and from other children and adults, particularly teachers. And they may never have considered trying to verify any of the "facts" of history they know.

It is these students who can profit from a fascinating lesson in the historian's method of making firsthand observations and then drawing conclusions about some aspect of the past. Finding the data is not hard in any community in coastal or southern New England, and it should be fairly easy in other regions as well, for students all over the country have access to an unused and unappreciated museum close at hand—old burying yards.

One may well ask, What can an old graveyard tell that students will find interesting and worthwhile? Let the students—and the teacher—find out for themselves. (At least the teacher should try to be working and learning along with the class.)

Here is a four-step procedure.

### Preparation

1. Ask the students to tell what they know of colonial life in their area (town or state). Write some of these answers on the board, organizing them under such headings as occupations, family life, government. Next, find out where the students got their information (teachers, books, TV, travel), and ask their reasons for accepting the information as accurate.

2. Ask students how they would get authoritative, firsthand information about their region's history. (After suggesting visits to historical sites or local museums, they will probably have no other ideas on the subject.)

Then introduce the local graveyard as a source of history. Describe it as a firsthand record of the way of life and death of the people who made their homes near the graveyard, a record carved in words and designs on stone.

### The Trip

1. Plan to take a whole afternoon in the fall or spring for the trip. Permission to enter a graveyard is seldom necessary, but check anyway to be sure.

2. For efficiency, let the class divide into several small groups, each with a secretary (provide a clipboard to go with the title) to write down the data from the stones and any other information his teammates discover. (Call them reporters; then everybody

has a title.)

3. What should the students look for? *Don't tell them. They're going on a fact-finding expedition, not a treasure hunt.* Let them be historians.

4. As the students start their investigation, encourage them to record any details they think are important. You may wish to limit their study to stones with dates before a given cutoff year (perhaps 1825). But remember: no help at all from you in the way of secondary information.

### Follow-Up in the Classroom

1. Have each group prepare a report of their findings in class, and let them choose one member to give it orally. You will want to help them with the organization of the report, but again, you must not help supply the data.

2. Lead a class discussion after each report to help resolve uncertainties, to add support to any tentative judgments, and to give each student a chance to participate.

3. Then have each student write his report, outside of class, on a limited topic of special interest to him. Perhaps the class reports taken together could be developed into a town history, and, if someone is willing to type it, the history can be dittoed and distributed to class members.

4. Only at this point should you add any secondary material. Remember, the purpose of the lesson is not to fill students full of facts they can get from other sources, but to show them how to gather information themselves.

### A Second Trip?

1. Plan one more trip so students can make rubbings of inscriptions or images on the stones.

2. Although several methods are possible, one is both simple and effective. Give each student a black wax crayon, a package of ditto paper, and a roll of masking tape to hold the paper in place.

After fastening the paper over the part of the stone to be copied, all a student has to do is rub lightly with the flat side of the crayon until the image or inscription is transferred from the stone to the paper (just as he could rub over a penny and get the face of Lincoln). Once the image is visible, it can be carefully darkened without letting any color get into the areas that should stay white.

So much for the procedure. What will the class actually learn from this project? Most valuable should be the experience of collecting and assessing data for themselves, with the sharpening of critical abilities that goes with this process. But the information they learn will be important too.

Consider the following information a class gained during an afternoon's ramble through the graveyard in Wilbraham, Massachusetts, a fairly representative example of a small town burying ground.

### Language

1. Spelling of some words in colonial times differed from today's spelling. Did a stonecutter make a mistake when he carved *hear* for *here?* Probably. But *lyes* and *dyed* appear too often to be misspellings.

Apparently colonials weren't as concerned as we are about consistency: One family spelled its name "Alvard," "Olverd," and "Alvord" on three different stones and another varied its spelling with "Merrick," "Mirick," and "Mirrick."

2. Some words—*landskip* and *consort* for example—sent us to the dictionary after we returned to the classroom. In the poem where the students found *landskip,* it seemed to mean *landscape* and the dictionary confirmed the students' assumption. *Consort* yielded no hint, however, that it meant *wife.*

### Activities and Occupations

1. Colonials apparently enjoyed swimming and boating just as we do—according to the record of a drowning of a group of people in Nine Mile Pond. (From stones in other graveyards, one learns of people flung from horses and of a group of people killed by a fireworks explosion.)

2. In addition to a stonecutter (obvious from the stones here, it seemed, though perhaps they were brought in from another town), evidence was found of a doctor and a minister in the area. Stones showed that some military men were buried in the area.

3. Education must have been highly regarded, for the stone of one man records his having attended Wesleyan Academy. Later the teacher would explain that the Academy has no connection to Wesleyan University, but is now Wilbraham Academy—a private boys' school less than two miles from the graveyard.

(In other towns, gravestones record that men attended Yale or Harvard—announcements of special status.)

### Miscellaneous

1. Many colonials died young. One stone tells of twin sons who died in 1767, only "seven wee hours" old, and others of infants who died in the first weeks or months of their lives. Some may have died of smallpox, a disease mentioned twice on other stones.

But some people lived surprisingly long lives. (A Plymouth man was 99 when he died there in 1745.)

2. People seem to have been very religious. The Bible verses quoted and the carvings of wings (flights to heaven?) and crowns (of glory?) on the stones support that. So do a host of Biblical names, including many that are unusual today: Dorcas, Jesse, Ebeneezer, Ichabod, Jerusha, Ezra, and Abel.

3. Other unusual names appear that couldn't be found in the Bible index: Thankfull Experience, Temperance, Mercy, and Deliverance.

4. In time people seemed reluctant to mention death. Instead of saying "Here lyes ye body," later stones read "In memory of" or "Sacred to the memory of" the person. And the images on the stones changed from ugly, skull-like faces to Madonna-like ones.

For the teacher who wants to supplement secondary sources on history with books about graveyards themselves, several excellent ones are available. By far the best is Allan I. Ludwig's *Graven Images: New England Stonecarving and Its Symbols, 1650-1815* (Wesleyan University Press, 1966). It is valuable for its scholarly thoroughness, its excellent photographs, and its fine map of most of the important old graveyards in New England. □

# Mystery, History, and... an Old Log Cabin

**HOWARD J. WATERS,** *chairman, junior English level, Monache High School, Porterville, California. Mr. Waters formerly taught in Ogden, Utah.*

□ **As the morning sun gilds the crest of the eastern** hills, the quiet on the valley floor is overwhelming, almost deafening. The Dutch door of the century-old log cabin frames a spectacular view of a huge natural bridge of stone, one of the natural wonders of the color-splashed Southern Utah desert. To the north of the cabin, a small stream springs from the rocky face of a nearby cliff. Navajos once drank from this stream, and outlaws hid their loot in these hills.

The desert has guarded its secrets jealously and one of the best-kept involves the builder of this cabin. Who was he? Why did he settle in this remote spot? What was his fate?

Suddenly a chorus of young, clamoring voices shatters the desert silence.

"Can we hike up to the arch today, Mr. Barker?"

"Hey, Judy, let's eat our lunch at the spring."

"I'm gonna look for arrowheads up on the ridge."

"Hurry up there, will ya!"

A gaggle of multisized youngsters push and shove their way out of the school bus, determined to solve the riddle of the cabin.

What had been just a beautiful piece of landscape a moment ago has now become a 500-acre outdoor classroom. Chattering, climbing, children are everywhere, looking, touching, asking.

**A year and a half ago, the Bureau of Reclamation** made this sizable area of the Arches National Monument available to the school children of Moab, Utah, so that they could study everything and anything here that showed the effects of man. Bill Taylor and Charles Parkinson, National Park Service naturalists, offered the full support of available facilities together with any information they already had.

The logical starting point for sleuthing seemed to be at the old cabin, so the fourth graders from the Helen M. Knight School and the sixth graders from Southeast Elementary set out to pry the lid off the mystery. The spirit of the project spread rapidly, and soon students were conducting interviews with anyone who knew anything about the old cabin. As sixth grade teacher Helen Madsen says, "Once you turn these kids on about something they'll go all over town for information."

The students probably got five improbable yarns about bandits and desperados for every meaningful story about the cabin, but every one of them gained some new information about the colorful history of the area. One story told of two train robbers who ditched their swag of gold bullion "due east of the highest hill, in a wash." The gold, of course, has never been found, but several of the fourth graders expect to find it shortly.

The children soon learned that the builder of the cabin was an Ohio man named Wolfe who had been wounded at Bull Run, although no one knew which side of the Civil War he had fought on or why he had come to this spot.

The outgoing mail at the Moab post office increased as student-written letters of inquiry went out to Utah's Senators Frank Moss and Wallace Bennett, to the Tennessee Adjutant General, to officials of the U.S. Military Records Division, and to anyone else who might conceivably be able to shed some light on the mystery.

The two teachers involved feel that the letter-writing phase of the project alone would have made the whole thing worthwhile. According to fourth grade teacher Duane Barker, "These kids learned to write a business letter and, in addition, they learned that their political representatives are not only alive but available."

Proudly displaying a letter from Senator Moss, one sixth grade boy said, "Gosh, he even called me by my first name."

As the students made several trips to the cabin site itself, their questions soon began to generalize to other features of the area. Such questions as "What makes the hanging gardens grow by the spring?" and "How were the arches formed?" became commonplace. On the day when one of the students found a perfectly preserved Indian tomahawk, the kids exploded over the countryside like a multicolored flood. The Navajo petroglyphs etched into the cliffs around the cabin provided additional fuel for minds already burning with curiosity. The youngsters begged to be able to study about Indian lore.

**As the research progressed, the character and** identity of John W. Wolfe, the Civil War veteran, gradually began to take shape. Fragmented stories began to fit into place. A newspaper in the midwest contributed the information that Wolfe was born in 1829. They found out that he was on the Confederate side, that he emerged from Bull Run with a piece of cannonball lodged in his left leg, and that he moved west in 1888, apparently seeking a drier climate. The blank space in the story—why Wolfe chose this isolated desert valley for a home—remained a mystery.

The big breakthrough came when a student learned that a granddaughter of Wolfe's was still living in Ohio. Not even the announcement of a six-month summer vacation could have rivaled the excitement on the day when a letter arrived addressed to Dirk McCormick, the 11-year-old who made the research "find" of the project. The letter, complete with pictures of the bearded, stern-looking Wolfe and the cabin as it was at the turn of the century, was from Wolfe's granddaughter, Esther Rison. "Now," says teacher Helen Madsen, "the kids feel that they are part of the history of the cabin."

After having read and reread her detailed descriptions of childhood visits to the cabin where her grandfather lived, the children view the project in a much more personal light. The cabin is no longer a curious pile of logs and mud in a desolate salt valley, but a place where people once lived and worked. It is a place where a tiny barefooted girl named Esther made mud pies and tried to feed them to her brother.

The youngsters' enthusiasm for their out-of-doors classroom is such that periodic trips to the cabin site are now made on Saturday. The Grand County school board is happy to provide the necessary transportation, and the teachers are delighted that the kids are willing to swap Saturday basketball and sleeping late for a trip to the cabin. When asked if he wouldn't rather come on a school day, one freckled sixth grader said rather seriously, "Heck no. I'd rather come out on Saturday. This way we have more time to spend." □

# RESEARCH CLUES

*This regular monthly feature of brief research summaries is designed to encourage the teacher to become familiar with significant research in education and to conduct action research of his own.*

*Although knowledge of research findings in education can be helpful to the teacher in developing his own instructional program, he needs to remember that research studies on a particular topic do not always agree and that no single study or series of studies should be considered to reveal the final answer.*

*This month's summaries are based on reports in* PREP, *published by the U.S. Office of Education, and in* Research in Education.

**What kind of instruction promotes transfer of learning in elementary math?**

Two research studies done some years ago indicated that emphasizing generalizations during math instruction increased the amount of transfer to untaught but similar arithmetic problems.

A later study showed that pupils taught objectively (involving generalizations) appeared to transfer more learning than pupils who were given extra practice and/or were taught by formal rules. Teaching by formal rules may imply mechanical or rote instruction rather than meaningful instruction. Another study found that meaningful instruction aided transfer of learning when compared with routine instruction.

Discovery-type teaching also seems to increase transfer. Two fairly recent studies found that greater transfer resulted from discovery-type instruction than from expository instruction.

**Has any recent research compared the effectiveness of a programed language course with a traditional audiolingual course?**

The results obtained with "Basic French—a Programed Course" (based on a programed textbook) taught to University of Kentucky freshmen in 1968-69 were compared with those of two traditional audiolingual (language lab) courses. The researchers concluded:

1. Results of the programed course are significantly superior to national norms (except in reading) and to results obtained in the two audiolingual courses.
2. The programed course retains more students than the audiolingual courses.
3. The programed course benefits particularly the low-aptitude students and gives them a chance to fulfill the foreign language requirement.
4. With the programed course, the average student can succeed as well as the high-aptitude student, if he puts forth the time and effort.
5. Polls of the students show an overwhelming acceptance of the programed course.
6. Graduate students who have taught the programed course have generally expressed enthusiasm for it.
7. The programed course enables inexperienced instructors to produce superior results.
8. The results obtained with the programed course do not depend on the language mastery of the instructor.

All graduate assistants who taught the programed course were American natives and had a French-speaking facility from "acceptable" to "good." Half the audiolingual teachers were French. □

COLLEGE STUDENTS, SCHOOL DISTRICTS, AND AACTE ACCLAIM

# The Merits of the Insite Plan

The Insite program afforded students a variety of experiences, including role playing of classroom situations, observing demonstration lessons, and developing audiovisual materials.

**ARTHUR H. RICE**, *professor of education, Division of Administration and Administrative Studies; former executive coordinator, Insite (Instructional Systems in Teacher Education), Indiana University, Bloomington.*

□ **This narrative will be of interest to those who** believe it possible and imperative for teacher training institutions to do a better job of preparing prospective teachers. It is the story of an experiment in teacher education that produced many interns who, as beginning teachers, were rated as superior or far above average by the 23 school districts in the five states in which they served.

**"The more I do, the more I want to do. I am dis**covering that education is exciting," commented one student involved in Insite (Instructional Systems in Teacher Education) at Indiana University. Begun in 1963, this six-year, million-dollar experiment in teacher education was financed primarily by a grant from the Ford Foundation, with additional support by the University.

Project officials set out to prove that Insite methods and procedures could prepare better classroom teachers in less time and with less cost to the student than traditional methods. Both elementary and secondary majors in the program completed all requirements for the master's degree in four years and three summers.

The students in the project were convinced that they were part of an experiment that would not only affect them, but that might have a continuing impact on the entire nature of teacher education. They had met entrance requirements for the School of Education at the University and had expressed a desire to enter the teaching profession. Once in the project, students took a battery of tests that supplied information about their personalities, intelligence, abilities, and other characteristics. (The findings from these will prove valuable if further studies are made on the continuing achievement of Insite graduates employed as teachers.)

The program contained the following five major features:

1. Seminars that gave broad overviews of the natural sciences, the social sciences, and the humanities
2. The Acroclinical Semester, a professional semester, in which students took course work in the psychology of learning and methods of teaching and also had actual practice in teaching
3. A semester of resident teaching (internship) in which participants received full salaries as beginning teachers and earned credits toward their master's degrees
4. A return to the campus after a semester of resident teaching, for an experimental pattern of graduate studies related to and building upon the intern's actual experiences as a beginning teacher
5. The Creative Arts Workshop, for prospective elementary teachers only, in which students learned about music, art, and games and how to use this knowledge to create learning situations for elementary school children.

**The Acroclinical Semester proved to be one of the** most innovative parts of the Insite project—and an experience that students found particularly rewarding. The University laboratory schools provided the setting for both the elementary and secondary groups. In this large complex, those involved in the project were able to observe children and then to be with them in teaching situations.

During this phase of the program, the elementary and secondary divisions had special faculties, which included full professors from the School of Education, as well as teaching associates, graduate assistants, and consultants. Classroom teachers at the University schools also worked with the Insite students who observed or taught in their classes.

Students took methods courses, received training in audiovisual techniques, and gradually began to have student teaching experiences. They also engaged in micro-teaching and had the benefits of constant observation and evaluation of their work by the entire faculty team.

One student in the elementary program commented: "What I learned at the University schools during the Acroclinical Semester was really something! I was working on lesson plans in methods class and then using them in teaching at one of the University schools. Having these two experiences together makes a difference. I have talked with education majors in other schools who said that they wrote a few lesson plans in a methods course and then went out the next semester to do student teaching and were unable to relate what they had learned in methods to what they were doing in the classroom with students."

**Although students visited schools in their com**munities before starting the Acroclinical Semester, they were still unaware of the great variety of programs and problems connected with public schools. To counteract this, the project re-created actual school situations that enabled Insite students to gain vicarious experience.

With the cooperation of the public school systems of Griffith and Gary, Indiana, Insite developed a simulation program. Through motion pictures, slides, and tape recordings of events in the schools of Griffith and Gary, Insite students relived the experiences of other students and teachers in these communities. Insite students also had access to hundreds of samples of work by students in Griffith and copies of case histories and records of students enrolled in the Gary school system. (Extreme caution was taken to protect the identity of the students whose work, case histories, or records were used.)

Through simulation, secondary students hypothesized teaching situations for students in low-income or minority groups with whom they otherwise would not have come into contact. Out of these simulation activities evolved rather extensive role-playing activities, particularly those involving professional ethics, community relations, and problems of discipline and classroom management.

In fact, the interest in simulation was so great that another special project was a spin-off of the Insite pro-

gram. This involved development of simulation materials to study critical problems of teaching in the lower elementary grades.

During the Acroclinical Semester, students found it especially helpful to be in close association with other Insite participants. They could help each other in role playing, in planning, and in sharing each other's successes. In truth, Insite became somewhat of a school within the school in which friendships developed among the students and the participating faculty members. "Togetherness" was the word that students used most often to express their feelings about the entire Insite project—and especially the Acroclinical Semester.

**More than 150 students completed the experiment** and began teaching in 23 school districts in Indiana, Missouri, Michigan, Illinois, and Hawaii. Interviews with these students upon their return to the University campus showed their virtually unanimous enthusiasm for the benefits and values of their resident teaching. Evaluations from these districts show that Insite teachers are superior beginning teachers as compared to other first year teachers.

Ronald Gene Rex of Michigan State University, an independent observer of the program, talked with a variety of personnel in the cooperating districts to determine how Insite students (during their internship) compared with first year teachers. His interviews revealed that the exceptional performance of the interns led many public school personnel to believe the resident teachers had been especially screened for the project.

Other opinions expressed by personnel in these districts were that Insite teachers (a) showed a high degree of innovative and creative ability; (b) demonstrated a capacity for self-analysis, continually attempting to assess how their efforts were succeeding with particular groups of pupils; (c) showed an openness to criticism and suggestion; and (d) appeared secure about their role and responsibilities as teachers.

Insite was one of five of the entries submitted by 130 colleges and universities throughout the nation to receive a 1969 Distinguished Achievement Award from the American Association of Colleges for Teacher Education. The presentation notes the exceptional performance of the Insite teachers and states that "the real impact of the program is evident in the number of new projects it has generated and continues to generate among the faculty."

One student who was involved in the project sums up the whole experience: "An opportunity like this comes along only once for students—a master's degree in four years, experience with pay, and a personal setting within a large, impersonal university. I am thankful that I had the opportunity to participate and to gain so much." □

Additional information on Insite may be obtained from *Insite in Action.* A limited supply of this 38-page brochure is available free on request from CITE, Room 109, School of Education, Indiana University, Bloomington 47401. *Insite: A Partnership in Learning for Teacher Education,* a 142-page bulletin prepared by the School of Education, is available for $1.25 from the Publications Office of the School of Education.

LIGHT TOUCH

# A BLACK EYE IN THE HEART

**THAYER S. WARSHAW,** *teacher of English, Newton High School, Newtonville, Massachusetts.*

□ **Every year I teach, I grow more convinced that** the supervising teacher who said, "Student reports on literary reading aren't necessarily dull," knew whereof she spoke. Consider the mental pictures evoked by these gems:

When Dona Clara discovered she was going to have a baby, she tried to slip it gently into her letter, so as not to upset her mother.

Esteban tried to commit suicide and back out of it.

Ahab is in pursuit of a whale who had sheared off his leg while trying to harpoon it.

Hamlet says he'll watch his uncle's expression and probe his inner sole.

Oedipus gorges his eyes out.

Chillingworth slowly died every day for a year and was buried.

His mother received a black eye in the heart, for her sorrows were great and many.

The Perichole was the Viceroy's mistress, but they were not close to each other.

Like the frog is an example of an amphibian, so too is David Copperfield an example of suffering.

O-Lan has a son by herself.

Hamlet cannot decide whether Ophelia, too, has a false front.

The Scottish and English armies each held the Birnam wood in their hands.

After her husband's murder, she never spoke to him again.

Out of 600 some odd people only 30, actually only 20, were women and children. The rest were soldiers, guns, powder, and horses.

Macbeth is trying to talk himself out of killing Duncan. He realizes it is not the humane thing to do to a person. Especially a friend.

He has a wife and two children. They live in Connecticut, but they are dead because of the radiation sickness.

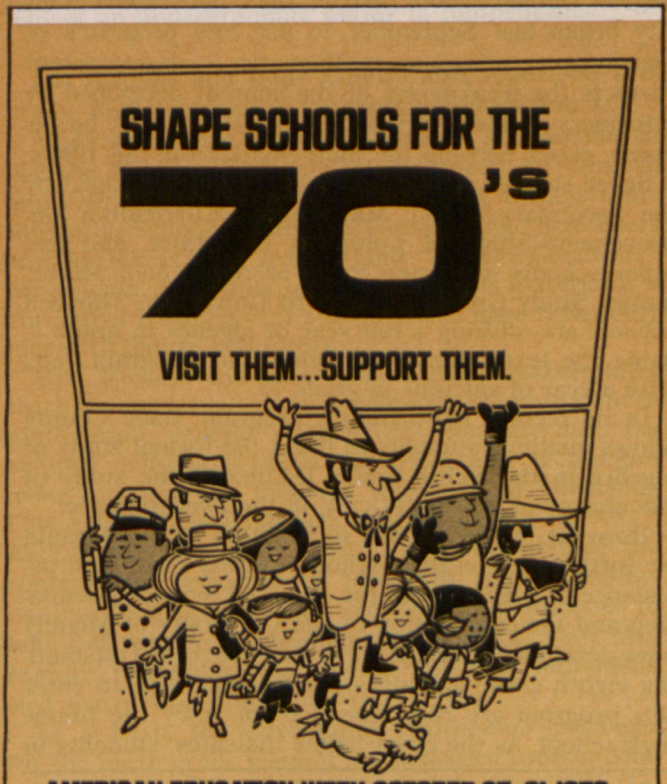
Oedipus slew his father, unknown to him, and thus made an opening in the royal family so Oedipus married his mother again unknown to him. □

# AMERICAN EDUCATION WEEK

# 1970

OCT. 25-31

## PLAN NOW FOR THE FIFTIETH ANNUAL OBSERVANCE OF AEW




The 1970 AEW poster is included in the program material now available for early AEW planning.

□ **The annual observance of American Education Week** comes earlier this year than ever before—October 25-31. The theme will be "Shape Schools for the 70's."

From now on, AEW will be observed in late October, just before the many crucial elections on local school issues held in early November. The sponsors selected the new date so that communities throughout the nation could take full advantage of the special week.

Although this year's celebration will not include Veterans Day as it has in the past, Congress has decreed that, beginning in 1971, Veterans Day will fall on the fourth Monday in October, which will allow the observance of AEW and Veterans Day to coincide.

AEW 1970 is a time to ask persons seeking political office, as well as incumbents, to air their views on critical education issues and concerns. It is also a time for interested persons everywhere to examine and reexamine goals of school systems as they affect the student specifically and the general social, political, and economic life of the nation. The public information program initiated for AEW should continue throughout the year, for it is essential to gaining and maintaining the support education needs to do the job demanded of it by the nation.

As usual, the sponsors—NEA, The American Legion, U.S. Office of Education, and National Congress of Parents and Teachers—have prepared materials to help ensure successful programs for the week, and for the year. Early planning is important, so begin now! For free information about AEW observance aids, write to American Education Week, Box 327, Hyattsville, MD 20781. If you prefer, you may order the "early bird" packet ($2 each), which includes a sample of each new major observance item, from the same address. □

# SECONDARY SCHOOL MATH IN

□ **Members of five school systems across the nation**—Dallas; the District of Columbia; Kansas City (Missouri); Los Angeles; and Dade County public schools, Miami, Florida—sent reports to TODAY'S EDUCATION, at the editor's request, about mathematics instruction in their districts. Looking at the needs, problems, and capabilities of big-city children, those reporting concentrated on programs and techniques that have proved especially effective in reaching these children.

**According to Agnes Y. Rickey, secondary school** consultant in mathematics to the Dade County public schools, the Miami system has found that placing junior high students in four levels of mathematics instruction is effective. A curriculum bulletin, *Guide of Objectives and Activities for Learning and Success in Mathematics (GOALS)*, prepared by two writing teams of teachers, details the objectives for each level of mathematics instruction in grades 7 and 8. *GOALS* makes it possible to help individual children progress on a continuum of learning in mathematics. At each level, the students use an appropriate text.

The student's initial placement in a level at grade 7 is decided by achievement in mathematics as determined by his grades, his scores on both standardized and locally developed tests (including tests of skills and of understanding), and the recommendation of the elementary school teacher.

**Blanche Longshore, consultant in secondary school** mathematics for the Kansas City Public School District, reports on continuous progress through individualized instruction and flexible modular scheduling. She says that in two schools, teachers use the former method to serve the wide range of student aptitude and achievement in general mathematics. Some students need more than one year to complete the course.

To accommodate the varied backgrounds of their students, three Kansas City secondary schools have adopted flexible modular scheduling. Under this plan, students meet in large groups for presentation of new material by the teacher, for summaries of student reports, for speakers from industry, for instruction through audiovisual materials, or for testing. Laboratory periods provide for study with teachers or other students and for learning by discovery through manipulative devices or through games or puzzles. Open laboratories and library resource centers allow for independent study or for review. The formulation of performance objectives enables the student to know exactly what he is expected to learn.

**Mathematics consultant Joe J. Lancaster reports** that the Dallas Independent School District begins a system of grouping in the seventh grade. Students with relatively high potential and known academic achievement may enroll in the High Academic Group and explore a wide range of mathematical topics. From this group comes an Honor Group, chosen when the students are ready for grade 8. The Honor Group then follows a five-year program in mathematics, beginning with algebra and culminating with analytics and calculus in grade 12. Students who do not enter the Honor Group take the regular college preparatory course.

Dallas students with definite weaknesses in mathematics are encouraged to take Related Algebra when they enter grade 9. This course allows students two years to complete the first year of algebra; these two years satisfy graduation requirements in mathematics. Teachers work closely with students, helping each one select objectives that seem relevant to him.

The Dallas junior high math program stresses skills in operations as a must for all. It is concrete and practical for the slower student and inductively creative for those capable of deductive reasoning.

**Los Angeles and Dade County have accelerated programs** for their gifted students.

Arthur Freier, who is the mathematics supervisor for the Division of Secondary Education of the Los Angeles Unified School District, says that schools in his city began last September to use two programs of "second generation new mathematics," whose content corrects the weaknesses of the content developed by reformers in the 1950's and 1960's and which, he believes, could become the mathematics for the 1980's.

Seven schools are using the materials developed by the Secondary School Mathematics Curriculum Improvement Study of Columbia University, and five other schools are using those of the School Mathematics Study Group of Stanford University. Thirteen schools are offering a full year of algebra in grade 8, using the texts already available. The program ends with a year of calculus in grade 12.

In its regular mathematics program, Dade County allows qualified students to begin the formal study of algebra in the eighth grade, leading to the study of calculus or of Mathematics V in the twelfth grade.

However, believing that some gifted students could be further accelerated, school officials (with the assistance of a grant from the National Science Foundation and the cooperation of the University of Miami) have developed a Deep Accelerated Program. Outstanding eighth grade algebra students who wish to enter this program are recommended for it by the junior high school. As the chart below indicates, students in

| Grade | In School | Sat. A.M. | U. of Miami |
|---|---|---|---|
| 9 | Geometry | College Alg. @ MDJC | — |
| 10 | Math Analysis | Calculus I @ U of M | — |
| Summer School | — | — | Calculus II |
| 11 | — | — | Advanced Math |
| 12 | — | — | Advanced Math |

The National Council of Teachers of Mathematics, an NEA national affiliate, helped TODAY'S EDUCATION obtain this article.

the Deep Accelerated Program take no high school mathematics courses after grade 10. [Miami-Dade Junior College (MDJC) is now offering its trimester course tuition-free to these students.]

A student may withdraw or be withdrawn from the program at any time when his best interests would be served by so doing. Some students who remain in the program graduate from high school with the equivalent of an undergraduate major in mathematics.

**Los Angeles and Dade County also report on programs** for low-achieving students in grades 7 to 9.

More and more Los Angeles teachers are learning to use the low-achiever material developed for seventh and eighth grades by the University of Illinois Committee on School Mathematics—including "Stretchers and Shrinkers" for grade 7 and "Motion Geometry" for grade 8. According to Mr. Freier, this material is a "breath of fresh air" for students who have repeatedly met with failure heretofore.

Mrs. Rickey says that Dade County mathematics teachers, concerned about the low-achieving student in ninth grade general mathematics courses, have developed self-instructional materials and techniques using many of the methods suggested in "Reaching Low Achievers in High School Mathematics" (TODAY'S EDUCATION, September 1968). First they defined the content and sequence of topics in general mathematics; then they worked out ways for students to take different paths through the sequence. They also explore techniques that would combine individualized instruction and group interaction.

As a basis for developing multimedia packages for the ninth grade general mathematics course, committees of teachers outlined units of instruction. Appropriate commercially developed materials are included in these packages. When necessary, committee members wrote short programed sequences compatible with the reading level, attention span, and emotional maturity of the students.

A typical package contains the teacher's commentary and the student's package of multimedia activities. A procedure flow chart directs the student through each unit. Students also receive information from films, audiotapes, text references, games, laboratory activities, and supplementary activities.

**Los Angeles, Washington, DC, and Kansas City reported** on their mathematics laboratories.

The Los Angeles school system began the 1969-70 school year with three new mathematics laboratories designed for average junior high students who were found to be two years below grade level in mathematics achievement. There are viewing rooms with closed-circuit television receivers for the benefit of other teachers and visitors.

Supervising Director Emma M. Lewis of the DC public schools' Department of Mathematics described the multiple activities laboratories located in 10 junior high schools in Washington. Each laboratory has a special chalkboard and special furniture, as well as many teaching aids and instructional devices. A regular mathematics class is divided into groups of four or five students who are assigned to various "stations" (centers of different activities within the laboratory). Groups are rotated so as to visit three or more different stations during any given laboratory period. Classes are scheduled for two laboratory periods per week. At the various stations students work with an electric calculator, tapes and earphones, a tachistoscopic device, a record player, filmstrips, overhead projectors, and mathematical games. These well-equipped rooms serve as motivation for many students.

A teacher in one junior high school in Kansas City who wanted the opportunity to work with low achievers developed a laboratory with discovery manipulative devices, instructional materials at a suitable reading-achievement level, tape recorders, occasional soft music, games, and puzzles. In this city, the mathematics teachers and their students frequently find time to go to resource centers and make use of supplementary books, encyclopedias, filmstrips, and other audiovisual equipment and materials.

**The Los Angeles and Kansas City systems told how** they are using the computer in mathematics instruction. Eighth graders at Bingham Junior High School in the latter system spend from 30 minutes to two-and-a-half hours a week participating in an instructional dialogue on supplementary and enrichment topics in grade 8 science and mathematics. They use the IBM 1500 Instructional System.

Computer and calculator firms in the Greater Los Angeles area have provided nearly $200,000 worth of equipment for experimental purposes at no cost to the schools. Without exception, the desk-top calculators (which can be programed) have been highly successful and are enthusiastically received by both the gifted students and the slow learners, many of whom were potential dropouts. "Nothing turns them on like these calculators," Mr. Freier insists.

**Clearly, for some children, these programs have** added a dimension and provided insight not readily available from the regular chalkboard and printed page. □

# ACCOUNTABILITY IN PUBLIC EDUCATION

**LEON M. LESSINGER,** *Callaway Professor of Education, Georgia State University, Atlanta.*

□ **There is widespread agreement that something has** gone wrong in American education. Too many students are leaving school without the basic skills needed for a productive life. Voters are rejecting requests for increased school taxes. Parents are demanding more voice in educational decisions.

To deal with these challenges, our educational managers need what John Gardner has characterized as "a well-tested way out of the dizzying atmosphere of talk and emotion." We need "to put one foot doggedly after another in some concrete, practical activity."

Application of a new process of accountability to public education is a "concrete, practical activity" that we can use to confront some of our most critical educational dilemmas, including reestablishment of confidence in our educational system.

To achieve these results, the emphasis of this new accountability in education must be on what has been learned. Too frequently, educational managers attempt to explain their activities in terms of resources and processes used, rather than learning results achieved. These explanations no longer are adequate. A more sophisticated public is demanding evidence that every Johnny can read and that he has been provided with the other basic skills necessary to employment and a useful life in an increasingly complex society. The public is demanding "product reliability" in terms of student capabilities and no longer will accept mere assertions of professional superiority in educational matters. If our educational managers wish to retain professional control of the processes of our schools, it is axiomatic that those processes must produce the results desired by the public, who pays the bills.

In its most basic aspect, the concept of educational accountability is a process designed to ensure that any individual can determine for himself if the schools are producing the results promised. The most public aspect of accountability would be independent accomplishment audits that report educational results in factual, understandable, and meaningful terms. These audits might be undertaken by groups drawn from universities, private enterprise, and state departments of education. They would be employed by local school authorities in a manner similar to the process now employed to secure and utilize fiscal audits. Such audits would serve our educational managers by telling them which educational processes are productive and which are nonproductive and by suggesting alternatives that are likely to be better.

Dr. Lessinger addressed himself to this topic at the Invitational Conference on Testing Problems, which Educational Testing Service held last November in New York City.

**Like most processes that involve a balancing of** input and output, educational accountability can be implemented successfully only if educational objectives are clearly stated before instruction starts. One mechanism for ensuring clarity in objectives is the performance contract.

An educational performance contract, as its name implies, would prescribe anticipated learning outcomes in terms of student performance. Unlike contracts that simply describe the work or service to be provided by one party and the payments to be made by the other, the educational performance contract would specify the qualities and attributes of the end product of the service or work performed. In other words, it would establish the quantity and quality of student learning anticipated, rather than focus solely on the quality and quantity of effort expended by those providing the work or service.

Performance contracts make greater initial demands on both the purchaser and supplier, but they mitigate most postdelivery haggling because basically simple performance tests can be used to determine whether or not the product performs as promised.

If an air conditioning contractor promises that his installation will reduce interior temperatures 20 degrees below outside temperatures, it takes only an accurate thermometer to determine if the promise has been met. Similarly, if an educational manager promises that all children attending his school will be able to read 200 words per minute with 90 percent comprehension on their twelfth birthday, as measured by a specified test, simply giving the test to all children on their twelfth birthday will readily reveal if the promise has been fulfilled.

Neither example, it will be noted, concerns itself with the process by which the performance promise is to be fulfilled. Both do, however, specify the tests to be used as determinants. It is when these tests show shortcomings in performance that fundamental failures of the present educational system appear.

If cooling were less than he had promised, the air conditioning contractor could reassess his decisions and select alternative procedures and equipment offering high assurance of fulfilling his promise.

The educational manager can also select alternative procedures or equipment in an effort to correct learning shortfalls, but, unlike the air conditioning contractor, he has little assurance that these will be any more effective than those they replace.

Even rudimentary analysis will indicate that there are fundamental reasons for this variation in effective response capability. The factors relevant to air conditioning performance are predominantly physical and permanent, whereas those relevant to learning performance are largely human and constantly changing.

Of equal importance, however, is the fact that the technology of air conditioning has been systematically developed in direct response to specific, publicly understandable, and commonly desired performance objectives. The rudimentary technology of education, by contrast, too frequently has resulted from the whims and fancies of the developers and has only accidentally proved successful.

**In order to substitute knowledge for personal** whims and fancies in the development of an effective educational technology, tools must be found that will identify specific strengths and weaknesses in instructional practice. The development of these diagnostic tools essential to accountability in education is the major problem facing us in educational renewal.

By using such diagnostic tools, educators can begin the laborious process of developing a technology of instruction to provide answers for the learning shortfalls that will be discovered as educational input and output are systematically assessed. □

♦ *Next school year the* JOURNAL *will explore accountability from a different perspective. Meanwhile, we invite reactions to this article for possible use in "ZIP Code 20036," addressed to such questions as "How would the doctrine of accountability deal with teachers of the slow learner?" or "What is the point of making accountability a matter of knowledge acquired when Dr. Lessinger admits that 'factors . . . relevant to learning performance are largely human and constantly changing'?"*

# NEW ANGLE ON ACCOUNTABILITY

**MARTIN J. FILOGAMO**, *project director, Title VIII, Rapid Learning Centers, Texarkana, Arkansas.*

□ **In May 1969, the U.S. Office of Education awarded** a $270,000 grant to the Texarkana (Arkansas) School District and to the Liberty Eylau School District of Texarkana, Texas, for a five-year dropout prevention program. Funding for this new program, which comes under Title VIII of the Elementary and Secondary Education Act, must be renegotiated each year.

Through the program, the two districts hope to eradicate the potential dropout's academic deficiencies in the critical areas of reading and mathematics. In the long run, they hope to improve the quality of their regular instructional programs.

**More than a dozen educational technology companies** placed formal bids early last spring for the contract to develop this remedial education program in the Texarkana schools. Dorsett Educational Systems of Norman, Oklahoma, won the contract, which is a unique one because its terms stipulate that payments to the company will fluctuate according to the performance of the students involved in the program.

Under the contract, Dorsett will receive a base figure of about $80 for each pupil who improves one grade level in 80 hours of instruction as reflected by standardized achievement tests administered by the Texarkana school districts. If a pupil in the program fails to achieve the agreed-upon grade level within 168 hours, the company's compensation drops to zero. In turn, the company will get a greater monetary reward for faster results.

**This school year in Texarkana, about 300 potential** dropouts from grades 7-12 have been participating in the program. Although these students are of average intelligence, at the time of selection they were two to three grade levels behind in reading and mathematics, were highly deficient in work-study and communications skills, and lacked motivation. Generally they come from low-income families with little education.

For two periods each day, the students report to Rapid Learning Centers, each staffed with one degree professional and one paraprofessional. Four of the centers are specially made house trailers and two are refurbished classrooms; all of them are carpeted, air-conditioned, and light- and sound-controlled. Here the youngsters work with the latest audiovisual instructional materials—with audiovisual teaching machines particularly.

During a typical Rapid Learning Center session, one student might be working at a teaching machine on vocabulary at the fifth grade level while his neighbor is working with programed instructional material on sixth grade fractions. The units of instruction are short and designed to fit the student's own level.

**Last March, after students in the program had received** 60 hours of instruction in reading and 60 in math, Dorsett selected 55 of them (the company felt that the others had not yet improved enough to be tested) for us to test. We were highly pleased with the results, which showed that, on the average, these students rose 2.2 grade levels in reading and 1.4 in math. Considering that 60 hours is only about one third of the hours the school devotes to a particular subject during the school year, we regard these academic gains as significant. Translated into dollar gains for Dorsett, they come to almost $20,000.

In 1970-71, the Rapid Learning Centers program will be extended to include children from grades K-6. (Kindergarten and primary grade youngsters will be placed in the program on the basis of teacher recommendations.) And we plan to design a system for early detection of potential dropouts. We will offer a work-study program to students who might otherwise have to drop out for financial reasons.

The Texarkana experiment has attracted nationwide attention. If it succeeds, it could well lead the way to the direct involvement of private industry in the education of the nation's schoolchildren. □

Mr. Filogamo has been a sixth grade teacher and an elementary school principal.

# NEA Candidates To Be Voted On in San Francisco

NEA Standing Rule 10, in "Advance Filing and Publicity," makes the following provisions:

"Individual members or affiliates of the NEA planning to nominate a person for vice-president, treasurer, or member of the Executive Committee may file their intention in writing with the executive secretary of the NEA, along with a statement of consent of the candidate and picture and biographical data of the candidate.

"The executive secretary of the NEA shall cause to be published in TODAY'S EDUCATION and the

## DON MORRISON

**For Vice-President (President-Elect)**

Don Morrison, who for six years taught in a rural district in the state of Oregon, is now teaching social studies in San Diego, California. For 19 years, Don has been a classroom teacher, and during that time he has served as the treasurer of a county organization in Oregon, as president of the San Diego Teachers Association for two years, as a member of the California State Council on Education and Southern Section Council on Education, and also as the president of the National Council of Urban Education Associations.

Don, who is a life member of NEA, is completing his fourth year on the NEA Board of Directors and his second year on the NEA Executive Committee. He has an M.A. degree, is married, and has four daughters who attend public school in San Diego. A member of Phi Delta Kappa fraternity, Don served in the Second World War.

## DAVID E. SCHULZ

**For Vice-President (President-Elect)**

Dave, a Racine, Wisconsin, high school teacher of vocal music, works hard for our local, state, and national associations. In Racine, he has served on the Committee on Staffing Inner-City Schools, the Unified School District Curriculum Council, and the REA Executive Committee. He was cochairman of the North Central Evaluation Committee.

For five years, Dave has served on the WEA Executive Committee. He has also served on WEA's Council on Education, on the Political Action Committee, and in the Governor's Conference on Youth and Education. He now serves on the International Relations Committee.

Dave is NEA director for Wisconsin, a member of the NEA Executive Committee and has been on NEA's Budget, Budget Advisory, and Compliance Committees. A life member of both WEA and NEA and a member of ACT, Dave has an M.S. from the University of Wisconsin.

## NICK DUFF

**For Executive Committee**

Nick Duff, senior high social studies teacher in Minnetonka, Minnesota, organizer and first president of his local association, has been president of Minnesota Education Association and National Council of State Education Associations.

Nick is chairman of the NEA PR&R Commission, a member of the NEA Human Relations Council, and NEA director from Minnesota. After lobbying for the creation of the Minnesota Professional Teaching Practices Commission, Nick was appointed a member and elected chairman. He served on NEA task forces on Local Association Structure and on Dual Representation and Size of the Representative Assembly.

Two Minnesota governors have appointed Nick to special committees on educational finance and public employee negotiations.

B.A., Yale University; B.S., M.A., University of Minnesota.

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**BOOKSHELF**

# Notable Books of 1969

☐ **This list has been compiled for use** by the general reader and by librarians who work with adult readers. The titles were selected for their significant contribution to the widening of man's knowledge or for the pleasure they can provide to adult readers. Other criteria include wide general appeal and literary merit.

The list was prepared by the Notable Books Council, Adult Services Division, American Library Association. Council members are chosen for their broad experience in critically evaluating adult reading and for their service to adult readers. Participating libraries serve in an advisory role in the nominating and voting procedure.

Notable Books Council members were Ervin Eatenson, Dallas Public Library, chairman; Raymond Agler, Boston Public Library; Walter Allen, University of Illinois, Urbana; Orrilla T. Blackshear, Library Materials Consultant, Madison, Wisconsin; Murray Bob, Chautauqua-Cattaraugus Library System, Jamestown, New York; John D. Christenson, The Ferguson Library, Stamford, Connecticut; Jeanne Gelinas, The Ferguson Library, Stamford, Connecticut; Charles Hewitt, Flint (Michigan) Public Library; Ronald Kanen, Miami Public Library; June Moll, University of Texas, Austin; Frances Stalker, Indianapolis Public Library; David Turiel, New York Public Library.

The participating libraries were Clarksdale (Mississippi) Public Library; Madison (Wisconsin) Public Library; Mt. San Antonio Junior College Library, Walnut, California; Orlando (Florida) Public Library; Westport (Connecticut) Public Library; Cleveland Public Library; Concord (New Hampshire) Public Library; Enoch Pratt Free Library, Baltimore; Michigan State Library, Lansing; Oakland (California) Public Library; Seattle Public Library; Tucson (Arizona) Public Library; Evanston (Illinois) Public Library; Free Library of Philadelphia; Georgia State Department of Education, Atlanta; Tulsa (Oklahoma) City-County Library; University of North Carolina, Chapel Hill; Wichita (Kansas) Public Library; Arlington (Virginia) County Libraries; Des Moines (Iowa) Public Library; The Ferguson Library, Stamford, Connecticut; Mesa Public Library, Los Alamos, New Mexico; Point Park College, Pittsburgh; Trenton Public Library.

**Ada.** Vladimir Nabokov. A masterful fantasy of the 100 years of a family's existence by a student of the time. McGraw.

**Akenfield: Portrait of an English Village.** Ronald Blythe. A small, contemporary community near London as seen with a realist's eye for social concern and a poet's eye for truth. Pantheon.

**American Odyssey: The Journey of Lewis and Clark.** Ingvard Eide. A creative, photographic portrayal of the famous

*NEA Reporter* a picture and biographical statement of each candidate who has the endorsement of his state association and/or an affiliated Department within his state, and who has filed and presented such data by March 1. . . ."

TODAY'S EDUCATION *here presents pictures and biographical statements (submitted by their sponsors) of candidates for vice-president (president-elect) and for two seats on the Executive Committee, whose sponsors have met the requirements stipulated in Standing Rule 10.*

## WADE WILSON

### For Executive Committee

Wade Wilson, nationally known educator and president of Cheyney (Pennsylvania) State College, who has been active for more than 30 years as teacher, administrator, lecturer, writer, curriculum consultant, professional and civic leader, seeks reelection to the NEA Executive Committee.

Born in Donora, Pennsylvania, he has degrees from Cheyney State (B.S.), Penn State (M.Ed.), and NYU (Ed.D.).

As a teacher of industrial arts education for many years at four colleges, Wade played a leading role in developing programs, curriculums, and literature in his special field.

A leader in numerous local, state, and national educational organizations, he has served as president of the Pennsylvania State Education Association, chairman of the National Education Association's Task Force on Human Rights, and member of other NEA committees.

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American exploration. Rand.

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**The Children of the Dream.** Bruno Bettelheim. A careful account of communal child-rearing in the kibbutzim of Israel, with implications for the disadvantaged in all countries. Macmillan.

**The Complete Poems.** Randall Jarrell. A posthumous collection of the great American poet's work. As Marianne Moore commented: "The magic never ends." Farrar.

**Darwin and the Beagle.** Alan Moorehead. An excellently written story of Darwin's historic voyage, which brings the man to life and emphasizes the fortuitous nature of his discoveries. Harper.

**Design with Nature.** Ian McHarg. A description of how man can build his environment so that he ultimately does not destroy it. Natural History Press.

**The French Lieutenant's Woman.** John Fowles. A successful blending of two worlds, as the author writes of the Victorian era in modern terminology. Little.

**Gandhi's Truth: On the Origins of Militant Nonviolence.** Erik H. Erikson. A psychoanalytic biography of Gandhi, which is also a close examination of nonviolence and the weakness and strengths of Gandhi's approach. Norton.

**Hadrian VII.** Peter Luke. An imaginative and intriguing play, which dramatizes vital, contemporary religious issues with wit and clarity. Knopf.

**The Kingdom and the Power.** Gay Talese. A look at the *New York Times.* World (New American Library).

**Look Back with Love: A Recollection of the Blue Ridge.** Alberta Pierson Hannum. A different look at the Appalachian people in "a personal remembrance of a time that was, and perhaps will never be again." Authentic Americana. Vanguard.

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### BIBLIOGRAPHIES

**Latin America: Books for High Schools.** Annotated. Selections cover history, cultural and geographic diversity, people, problems, and relations with the United States. Divided in two sections: Latin America as a whole and regions of that area of the world. 1969. 28 pp. Single copy free. Center for Inter-American Relations, Inc., 680 Park Ave., New York 10021.

**Let's Read Together: Books for Family Enjoyment.** Guide for parents, teachers, and librarians. Lists books (age-keyed for children 2 to 14 years) for family reading aloud, individual reading, and a child's own library. Annotated. 1969. 112 pp. $1.50. American Library Assn., 50 East Huron St., Chicago 60611.

**The Prevention of Juvenile Delinquency, A Selected, Annotated Bibliography.** Covers materials published since 1960. 1968. 15 pp. 30¢. Cat. No. FS 17.212:J98. Supt. Doc.

**The Reading Materials Handbook.** A guide to materials and sources for the improvement of reading at secondary, college, and adult levels. Annotated. 1969. 72 pp. $2. Academia Press, P.O. Box 125, Oshkosh, WI 54901.

**Selective List of Government Publications About the American Negro.** Contains 94 titles from more than 30 federal government agencies. Maximum cost of any publication, $3. 1969. 26 pp. Single copy free. Reference Department, Oxon Hill Branch, Prince George's County Memorial Library, 5450 Oxon Hill Rd., Oxon Hill, MD 20021.

**Sources of Good Books for Poor Readers.** More than 70 references. Annotated. 1969. 12 pp. 75¢. Intl. Reading Assn., 6 Tyre Ave., Newark, DE 19711.

### ELEMENTARY EDUCATION

**The Playgroup Book.** How to organize and conduct a playgroup for preschool children. Discusses organizing and running a playgroup in the first section; outlines activities for playgroups in the areas of art, music, science, etc. in the second section. 1969. 210 pp. $1.95. Penguin Books, Inc., 7110 Ambassador Rd., Baltimore 21207.

**The School Times.** Classroom periodical with look and feel of modern newspaper. For elementary school pupils. Content and full-color format tested in three pilot projects. Published by the *New York Times*. 1969. Each issue, 8 pp. $1.50 for 16 biweekly issues. Book and Educational Division, 228 West 43rd St., New York 10036.

**Some Approaches to Reading.** Includes discussion of the language experience, initial teaching alphabet, programed instruction, words in color, the talking typewriter, and other approaches. 1969. 55 pp. $1.25. Assn. for Childhood Education Intl., 3615 Wisconsin Ave., N.W., Washington, DC 20016.

### MATHEMATICS EDUCATION

**The Main Stream of Mathematics.** Explains how and why the science of numbers holds one of the keys to the future of the human race. Considers such questions as How did primitive man anticipate modern electronic brains? What is the formula for beauty invented by a Harvard professor? How does the H-bomb indicate that 2 plus 2 does not always equal 4? 1969. 352 pp. 95¢. Fawcett Publications, Inc., Greenwich, CT 06830.

**The Modernized Metric System.** Shows the six base units of measurement (length, time, mass, temperature, electric current, and luminous intensity) and gives their definitions, abbreviations, and some international systems of units derived from them. 1969. 45 x 29 in. 50¢. Cat. No. C 13.10:304. Supt. Doc.

### MUSIC EDUCATION

**Research in Music Education.** Reviews the existing perspectives and possible ramifications of research in music education. Vol. III of *Current Issues in Music Education*. For college teachers. 1967. 53 pp. $2. Publications Sales and Distributions, The Ohio State University, 2500 Kenny Rd., Columbus, OH 43210.

### SCIENCE EDUCATION

**Aerospace Curriculum Resource Guide.** Consists of numerous suggestions to teachers of grades K-12, in every subject, for incorporating space-related activities into their teaching. 1968. 197 pp. $1.75. Cat. No. NAS 1.18:AE8. Supt. Doc.

**Exploring the Moon and Planets.** Overview of some of the activities, programs, and events. 1969. 26 pp. 50¢. Cat. No. NAS 1.19:52. Supt. Doc.

**First Manned Lunar Landing.** Twelve-scene story of journey of Apollo 11 and man's first visit to another celestial body. 1969. 11 x 14 in. 12 pictures to set. $1.75. NASA Picture Set No. 4. Supt. Doc.

**Overhead Projection in the Science Classroom.** Details the use of overlays, revelation techniques, and other features that are customized to fit the teaching of science. (One of a series, which also includes books for elementary, English language arts, home economics, and mathematics classrooms.) 1968. 23 pp. 60¢. Education Press, Box 3100, St. Paul, MN 55119.

**Products of American Forests.** Describes forest materials in general groups and points out their use. 1969. 30 pp. 50¢. Cat. No. A 1.38:861/2. Supt. Doc.

**Space Resources for Teachers: Space Science.** Curriculum resource guide. Enables teachers to pick and choose ideas, topics, and illustrations that will enrich their courses in biology, chemistry, and physics. For use with grades 9-12. 1969. 144 pp. $2. EP-64. Supt. Doc.

**Tornado.** One of a series of weather publications. Contains timely tips, information, and safety rules. 1969. 15 pp. 20¢. Cat. No. C 52.2:T63/2. Supt. Doc.

**Wildlife Portrait Series No. 1.** Printed in natural color. Ten pictures to set. Includes avocet, white ibis, trumpeter swan, chachalaca, desert big-horn, black-footed ferret, bison, and others. 1969. 17 x 14 in. $2 per set. Cat. No. I 49.71:1. Supt. Doc.

### SOCIAL STUDIES

**American Foreign Aid: Strategy for the 1970's.** Discusses the rationale for foreign aid, the needs which must be met by aid, and the impact that modernization will have on international politics. 1969. 64 pp. 85¢. *Headline Series* No. 196. Foreign Policy Assn., 345 East 46th St., New York 10017.

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**Congress and You.** A primer for participation in the legislative process. Explains how bills become laws and how various individuals and groups influence their form. Includes sections on the role of the Congressman, the President, the Washington-based organization, and the citizen in the legislative process. Concludes with suggestions for volunteer organizations and citizens who wish to present their views to Congress. 1969. 128 pp. $1.50. American Assn. of University Women Sales Office, 2401 Virginia Ave., N.W., Washington, DC 20037.

(*Continued on page 60*)

# NEW NEA PUBLICATIONS

*This listing is prepared monthly to keep members informed of the newest professional books, pamphlets, and audiovisual materials published by the NEA and affiliated national organizations.*

**Abstracts of Research Papers 1970** (#1). Includes 1970 AAHPER convention papers. 136pp. $1. No discount. Stock No. 248-07284. American Association for Health, Physical Education, and Recreation.

**Adapted Physical Education** (#2). Covers programs for the handicapped, including objectives, procedures, evaluation, and bibliographic information. Reprinted from the *Journal of Health, Physical Education, Recreation.* 16pp. 20¢. No discount. Stock No. 245-25086. AAHPER.

**AEW Observance Manual** (#3). Revised edition. Describes preparations, publicity, and activities for American Education Week, 1970. 32pp. 50¢. Stock No. 051-01910. Publications Division.

**AEW Packet, 1970** (#4). Includes Observance Manual, Source Book, poster, Open House in Your School, plus other aids. $2. No discount. Stock No. 058-01968. Pub. Div.

**AEW Poster: Shape Schools for the 70's** (#5). $1, pkg. of 5. No discount. Stock No. 058-01946. Pub. Div. (See page 49.)

**AEW Source Book for Speakers and Writers: Shape Schools for the 70's** (#6). 32pp. 50¢. Stock No. 051-02024. Pub. Div.

**Arab and Jew in Israel: A Case Study in a Human Relations Approach to Conflict** (#7). 50pp. $1.50. Quantity discount: 10 or more, 20%. Stock No. 031-01026. NTL Institute for Applied Behavioral Sciences.

**Behavioral Science and the Manager's Role** (#8). Selected Reading Series #9. Presents 25 published papers on human behavior in organizations. Designed as a text for executive development programs in the classroom. 320pp. $3.95. Quantity discount: 10 or more, 20%. Stock No. 031-01124. NTL-IABS.

**Boxes, Squares, and Other Things: A Teacher's Guide for a Unit in Informal Geometry** (#9). Introduces the concepts of geometric transformation, symmetry, and group theory. Intended for elementary level. 96pp. $3.50. Stock No. 301-09400. National Council of Teachers of Mathematics.

**Choosing Techniques for Teaching and Learning** (#10). Examines appropriate techniques for aiding learning. Discusses individualized instruction. 41pp. $2.50. Stock No. 261-08402. Home Economics Education Association.

**Community Decision-Making for Education Associations** (#11). Booklet No. 10 in the *Public Relations Bookshelf Series.* Examines the community power structure. 20pp. $1. Stock No. 381-11924. Press, Radio, and Television Relations Division.

**Curriculum Materials 1970** (#12). Lists materials exhibited at ASCD conference. 53pp. $2. Stock No. 611-17822. Association for Supervision and Curriculum Development.

**Developing Citizen Committees for Education Associations** (#13). Booklet No. 8 in the *Public Relations Bookshelf Series.* Discusses ways to involve citizens in cooperative school planning. 20pp. Stock No. 381-11920. PR&TV.

**Fiscal Planning for Schools in Transition: Restructure, Reform, or Revolt** (#14). Proceedings of the 12th School Finance Conference. Attempts to define equality of educational opportunity. 274pp. $3.50. Stock No. 511-15506. Research Division.

**A History of Mathematics Education in the United States and Canada** (#15). 32nd Yearbook. Includes appendixes, bibliographies, and an index. 558pp. $8. Stock No. 300-09396. NCTM.

**How To Confer Successfully with Your Child's Teacher** (#16). Public Information Leaflet. 30 for $1. No discount. Stock No. 051-01846. Pub. Div.

**How To Study Mathematics: A Handbook for High School Students** (#17). Revised edition. 31pp. 90¢. Stock No. 301-09138. NCTM.

**Humanizing the Elementary School, Part 5** (#18). April 1970 issue of the *National Elementary Principal.* 96pp. $1. Stock No. 186-05588. National Association of Elementary School Principals.

**Hunters Point Redeveloped** (#19). A transcript of sixth graders' views on redeveloping a depressed area of San Francisco. 68pp. $2. Stock No. 611-17348. ASCD.

**ICHPER 12th International Congress Report (Abidjan)** (#20). Concerned with teaching in health and physical education. 112pp. $2.50. No discount. Stock No. 248-25088. AAHPER.

**The International Dimension of Education** (#21). A background paper prepared for the 1970 World Conference on Education. 128pp. $2.25. Stock No. 611-17816. ASCD.

**A Manual on Certification Requirements for School Personnel in the United States** (#22). 1970 edition. Written by T. M. Stinnett. Comments on major developments and summarizes practices and trends; includes state requirements and lists 1,246 approved institutions. 232pp. $6. Stock No. 381-11810. National Commission on Teacher Education and Professional Standards.

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**Readings in the History of Mathematics Education** (#28). 720pp. $8. Stock No. 301-09418. NCTM.

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**Softball Guide January 1970—January 1972** (#31). Contains official rules, officiating techniques, names of officers and committees, and articles on teaching suggestions and programing. 145pp. $1.25.

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**Toward the Style of the Community Change Educator** (#34). Explores 5 styles of helping and develops a rationale for the community change educator. 23pp. $1. Quantity discount: 10 or more, 20%. Stock No. 031-01024. NTL-IABS.

**Track and Field Guide January 1970-January 1972** (#35). Contains official rules, officiating techniques, and the names of officers and committees, as well as articles on teaching suggestions and programing. 153pp. $1.25. Stock No. 243-25046. AAHPER.

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**THEODORE BERLAND,** *author and journalist.*

□ **In this Look-Ma-no-cavities era in modern dentistry,** a simple fact may surprise you: Most adults don't lose their teeth because of dental decay. Instead, these lost teeth are victims of periodontal disease—a disease either of the supporting bones or of the soft tissues around the teeth. One common form, called pyorrhea, is characterized by a discharge of pus and by inflammation of the sockets of the teeth.

The National Health Survey of the U.S. Public Health Service found recently that more than 20 million Americans have lost all their natural teeth. The researchers concluded that "periodontal disease is an ailment of major proportions in the United States. About three out of four of the entire adult population at risk—the 90 million men and women who had at least one permanent tooth—had periodontal disease."

Tooth loss is not the only problem brought by periodontal disease. Pain and difficulty in chewing, bad breath (halitosis), and bleeding can also accompany it. In addition, periodontal disease can reduce the defense mechanisms of the body and aggravate other infections.

The first stage of periodontal disease is the accumulation on teeth of a sticky film known as bacterial plaque, in which are concentrated some of the millions of germs that are always present in the mouth. Plaque forms in about 10 hours. If it is not removed, it becomes the mineralized, hard substance most people call *tartar* and that dentists call *dental calculus.*

Tartar is a combination of minerals and these bacteria. It is as hard as limestone, which it closely resembles. In fact, it accumulates much as limestone does in stalactites and stalagmites. Tartar deposits are heaviest inside the lower incisors and outside the upper molars. This is because saliva deposits the calcium salts, and these two areas of the mouth are at or near the openings of the ducts from the salivary glands—where the saliva pours out.

Tartar collects on bridges and on full or partial dentures as well as around natural teeth. At first it is soft and can be removed by proper brushing. But as additional layers form, it becomes hard and is as difficult to remove from bridges and dentures as from natural teeth.

Tartar by itself is probably not harmful to teeth, but plaque accumulates on its very rough, rock-like edges. The bacteria that find a home here produce substances—enzymes and endotoxins—that can irritate the gums and cause gingivitis (inflammation of the gums).

**Gum tissue is amazing. Healthy gums are pink and** as springy as fresh rubber, bouncing back from the pressures of each bite. A surprisingly tough mucous membrane covers the gums. It resists the rough treatment of biting and chewing, and it heals quickly when injured.

Tartar can seriously harm the gum and bone around your teeth, especially if these stony deposits work their way into spaces where your toothbrush cannot remove them. Then the tartar will irritate the gum so that it will separate from the tooth, leaving open pockets in which food can accumulate. As this food decays, the bacteria in the plaque and tartar release their poisons. Pus can form, causing gums and bone to break down, thus destroying them.

Plaque and tartar are the most common causes of gingivitis, but they do not always work alone. They can be aggravated by a host of mouth and general body diseases and conditions. One of these is trench mouth, or Vincent's infection. Others include diabetes and cardiovascular and blood conditions. Although vitamin deficiencies are rare in the United States, they are another important cause of gum disorders. Drugs for epilepsy also can cause gum problems.

**A major cause of gum troubles is bad bite, or mal-**occlusion. When occlusion is proper, teeth meet correctly for biting, tearing, and grinding.

The teeth of your upper jaw should slightly overlap the teeth of the lower jaw. When the jaws open, close, and move sideways in mastication, your teeth should mesh properly, without interference, like the gears of

*(Continued on page 61)*

This material was adapted and condensed from an article that appeared in *Today's Health,* published by the American Medical Association, August 1969.

# NEA SPECIAL SERVICES

## NEA Announces a New Life Insurance Policy

□ The NEA Special Services Division has announced a new addition to its popular life insurance program. This new plan (C+) gives members the opportunity to increase greatly their insurance coverage at relatively low cost.

The new plan combines the present Plan C benefits with the significant addition of a new extended monthly benefit for survivors. The new 10-year monthly benefit plan replaces an optional program first offered in 1966.

Notice the difference between the former and the new coverage:

| Age | Immediate Death Benefit* Under Plans C and C+ | Optional Survivor Income Benefits | | |
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| | | Former** | New** | Increase |
| Under 35 | $21,500 | $12,000 | $12,000 | 0 |
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| 70 and over | up to $1,500 | up to $1,000 | up to $1,000 | 0 |

*In the event of accidental death these amounts are doubled.
**Received in payments of $100 per month.

The premiums for the above schedule can be obtained by writing to NEA Special Services Division, Room 915, 1156 15th Street, N.W., Washington, DC 20005.

In announcing Plan C+, Arnold W. Wolpert, Special Services director, said: "Plan C+ makes the NEA life insurance program better than ever. This new plan meets needs which have not been well enough met until now. It serves those who need larger amounts of insurance at later ages—and does so at a minimal cost. Plan C+ has the higher coverage for those who need it, but doesn't impose it upon those who don't. Any member who has any need for life insurance," he concluded, "would do well to look at this new policy."

NEA's life insurance program, first announced in December 1961, has had major improvements and additions in April 1963, December 1964, and February 1966.

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- Plan B, with coverage of up to $12,000
- Plan C with coverage of up to $21,500
- Optional plans—dependents' insurance (without medical coverage) at near cost and the new survivor income benefit schedule (Plan C+).

The NEA life insurance program insures 199,499 lives, including 108,502 members and 90,997 dependents. The total coverage of more than one billion dollars makes this one of the largest life insurance programs in existence—larger than the total programs of some insurance companies. □

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## FREE OR INEXPENSIVE

(*Continued from page* 56)

### HEALTH EDUCATION

**Learning Disabilities Due to Minimal Brain Dysfunction.** Reports on medical scientists' efforts to identify victims of learning disabilities as early as possible, to assist them with special medical and educational programs, and to pinpoint causes of the affliction. 1967. 30 pp. 20¢. PHS Publication No. 1646. Supt. Doc.

**Nutrition and Intellectual Growth in Children.** Reports on the scope and consequences of hunger in America; discusses maternal diet, international nutrition, and the role of the school in providing for nutrition. 1969. 64 pp. $1.25. Assn. for Childhood Education Intl., 3615 Wisconsin Ave., N.W., Washington, DC 20016.

**Smoking and Health Experiments, Demonstrations, and Exhibits.** Describes experiments that can be performed with and without laboratory equipment and suggests ideas for suitable exhibits. 1969. 21 pp. 20¢. PHS Publication No. 1843. Supt. Doc.

### HIGHER EDUCATION

**Counselor's Manual for How About College Financing?** Covers new trends in financial aid, how college costs can be met and kept down, and the counseling of economically and socially deprived students. 1968. 53 pp. $1. American Personnel and Guidance Assn., 1607 New Hampshire Ave., N.W., Washington, DC 20009.

**The Employment of Highly Specialised Graduates: A Comparative Study in the United Kingdom and the United States of America.** Includes consideration of the educational patterns in American and British universities, specialist employment categories, and the dialogue between university and industry. 1968. 36 pp. 90¢. Sales Section, British Information Services, 845 3rd Ave., New York 10022.

**Going to College Handbook.** Reports opinions of college students on such topics as alternatives to grades, prevention of campus disorders, and current expressions of religion. Also gives information about many colleges and scholarships and fellowships available to graduates and undergraduates. Vol. 24, 1970. 96 pp. $1. Outlook Publishers, Inc., 512 East Main St., Richmond, VA 23219.

**Higher Education in a Time of Accelerating Change.** An essay by Arnold Toynbee. 1968. 16 pp. Single copy free. Academy for Educational Development, Inc., 437 Madison Ave., New York 10022.

**Patterns of Admission for Transfer Students.** Research study giving national data on the movement of transfer students and potential barriers to and trends in transfer. 1969. 48 pp. $1. College Entrance Examination Board, Publications Order Office, Box 592, Princeton, NJ 08540.

**Teaching in a Junior College.** Brief orientation to new teachers and to those who may be interested in moving into the junior college field. 1968. 28 pp. $1.50. Publications Office, American Assn. of Junior Colleges, 1315 16th St., N.W., Washington, DC 20036.

### VOCATIONS

**Collegian's Guide to Part-Time Jobs.** Includes descriptions of jobs, possible earnings, and addresses to write for information. 1969. 144 pp. 95¢. ARC Books, Inc., 219 Park Ave., South, New York 10003.

**Focus on Your Future.** Describes careers in professional photography and how to prepare for them. For use by educators in student career counseling. An accompanying directory lists colleges and universities offering photography instruction. 1969. 12 pp. Free. Educational Committee, Professional Photographers of America, Inc., 1090 Executive Way, Des Plaines, IL 60018.

**Facing Facts About Choosing Your Life's Work.** Guidebook for students and counselors. Discusses what to look for in a career, when and how to make a career decision, and what employers are looking for. 1968. 32 pp. Free. Prudential Insurance Co., Public Relations Department, Box 36, Prudential Plaza, Newark, NJ 07101.

**Opportunities in Graphic Arts Careers.** Tells of the requirements, training, and rewards, and gives other occupational information for the artist in commerce and industry. 1969. 128 pp. $1.95. Vocational Guidance Manuals, 235 East 45th St., New York 10017.

*(Continued from page 59)*

an automobile transmission. However, if your teeth meet improperly, some of them are subject to undue strains, stresses, and pressures, while others get no pressure at all. When this happens, periodontal tissues can suffer terribly.

Gums help support teeth and protect the deeper periodontal tissues. When one or more teeth are missing, the resulting uneven pressures of malocclusion can injure other periodontal tissues. For this reason, a bridge or artificial tooth should be installed wherever a tooth has been extracted. The bridge will help to distribute the pressures of biting evenly and will serve to keep the adjacent teeth from drifting and more seriously affecting the occlusion. More and more adults are having their teeth "straightened." Formerly, orthodontic techniques were applied primarily on youngsters; however, modern orthodontics makes possible the correction of malocclusion even in the middle-aged. Sometimes, the orthodontist will recommend the extraction of a tooth in order to give the other teeth more room, so they can tip and tilt and even drift into proper position.

**If gingivitis goes untreated, your gums may recede even** more from the teeth. Then the underlying tissues will start to deteriorate. This deeper deterioration, called *periodontitis*, is readily seen on X-ray films. The crater walls of the tooth's bony socket start flattening out and withdrawing back to the jawbone. Pretty soon the tooth becomes loose. The pockets fill with pus from their infections, more bone is destroyed, and the condition is aggravated. The inflammation also can spread to the bone around neighboring teeth.

You can do much on your own to prevent periodontal disease.

You need an adequate, well-balanced diet for general health. And your body needs to be healthy in general if your mouth is to resist disease. The food you eat has a lot to do with the health of your gums. Sweets and sticky starches may be trapped between teeth, where they can decay and promote plaque formation. Diet also may affect tartar deposit. Crisp foods tend to clean plaque off teeth and gums. Rough foods also help massage and stimulate the gums; soft, mushy materials do not do so.

Brushing your teeth and gums regularly is a good defense against periodontal disease. First, it helps remove small particles of food from the teeth and mouth. This denies bacteria food with which to work their damage on teeth and gums. Second, brushing removes much calculus at its soft and formative stages, when it is still bacterial plaque. In addition, proper brushing serves to cleanse and stimulate the gums.

Irrigation devices are an important aid to good periodontal care in the home. By shooting water under pressure, they effectively force small particles of food out of hidden recesses of teeth, from pockets of soft tissues, and from under bridges and braces. They also vigorously stimulate and clean your gums, adding to the effects of toothbrushing.

At one time, dentists considered toothpicks harmful and discouraged their use. But today most dentists approve of them—if the toothpicks are used properly, and if they are properly designed. Of the common kinds, round toothpicks are best. When using them, be careful to remove only food. Rock the toothpick in the space between teeth; don't jab the gums.

The rubber or plastic tip found on many toothbrushes is an adaptation of the round toothpick. It is designed to massage gum tissue between teeth. Learning to manipulate these tips properly is not difficult, and their regular use is most helpful, especially to those who have had gum surgery or whose gums tend to bleed. (If your gums bleed more when you use toothpicks or tips, this indicates the need to see a dentist, for it may be a sign of periodontal disease.) Use of dental floss is another good way of cleaning food particles from between teeth and plaque from the hard-to-reach surfaces of teeth and gums.

These various forms of cleansing your gums and teeth will hold tartar formation to a minimum, but they will not completely prevent tartar or remove the calculus already formed and firmly attached to your teeth at or below the gum line. Only the dentist or his trained dental hygienist can remove (scale) dental calculus properly. He usually scales with a sharp instrument that scrapes off the stonelike material. Or he may use one of the new ultrasonic instruments that literally vibrate the calculus to tiny pieces.

**Scaling is just part of your regular preventive visit to** the dentist—known as dental prophylaxis—which you should make every six months or once a year, depending on the health of your mouth.

Regular visits to your dentist are important because they enable him to detect any gum irritation or periodontal disease while it is still at an early stage. If periodontal disease goes unchecked, treatment is correspondingly more drastic—and more expensive.

Your family dentist can handle most dental problems, but sometimes you should consult a specialist. If you need treatment to correct any malocclusion and thereby relieve a periodontal problem, your dentist may refer you to an orthodontist. When you have a periodontal disease,

*(Continued on page 62)*

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### DENTAL CARE

*(Continued from page 61)*

the expert to see is the periodontist.

Someday periodontal disease will be under control, much as dental decay is now. Researchers are looking for a chemical (maybe a food additive) that will help prevent the formation of dental calculus, much as fluoride helps prevent dental decay. Some studies are aimed at discovering more about why gums become irritated. Dental scientists are seeking new surgical techniques for transplanting both soft pink tissue and healthy bone to areas of the mouth that have been hopelessly ravaged by periodontal disease.

Other experimenters are concerned with the kinds of bacteria that live in inflamed gums. They are probing whether or not the body can be stimulated to produce antibodies against such germs. Still other researchers are studying the fine points of tooth contact pressures during biting and chewing. In these experiments, miniature electronic transducers embedded in teeth broadcast data to receivers in a dental laboratory. □

### STUDENT WRITING

*(Continued from page 38)*

Robert E. Lee. Students then appeared to be more impressed by the heroes of the past and nature stories than are members of the current young generation.

A Lexington, Virginia, high school magazine of 1938 contained a whodunit, "The Woman in Black," and lighthearted articles on the typical wide-eyed freshman, a mix-up in two boys' dates for a football game, and a frolic in the locker room. An editorial on the need to uphold the school's honor system was about as close as the publication came to exhorting societal action.

**Adults today — especially educators** —are challenged to dig deeper than the surface behavior of youth to find out what desires and thoughts motivate today's young people. If the swing in student publications away from humor and life's pleasantries toward seriousness and life's unsettled questions results in a generation that is willing and able to solve its problems, it is a good sign indeed.

In any event, educators would be well-advised to read student publications to gain an understanding of the young mind and to be able to render assistance in helping young people to develop and maintain a well-balanced view of life. □


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# TEACHER IN POLITICS

Robert P. Hanrahan, former assistant to the superintendent of Thornton Township High School, Harvey, Illinois, now serves as Cook County superintendent of schools, an elected position with jurisdiction over 147 school districts, 460,000 students, and 20,000 teachers.

Mr. Hanrahan was supported in his race for the superintendency by "Educators for Hanrahan," an ad hoc committee composed of his colleagues.

When he began his four-year term in August 1967, he was, at 33, one of the youngest county superintendents in the United States. His predecessor had held the post for 28 years.

Active in Phi Delta Kappa and his local faculty association, Mr. Hanrahan has been listed in *Who's Who in the Midwest* and was selected for the 1967 edition of *Outstanding Young Men of America.*

**—Clifton Satterthwaite,** *chairman, Public Service Department, Thornton Community College, Harvey, Illinois.*

**FOR YOUR INFORMATION**

**GEORGE D. FISCHER, NEA President; SAM M. LAMBERT, Executive Secretary; JOHN D. SULLIVAN, Assistant Executive Secretary for Communications and Public Relations, and Publisher of Today's Education (NEA Journal).**

**NEA headquarters: 1201 16th St., N.W., Washington, DC 20036. Telephone: Area Code 202, 223-9400.**

**1970 NEA Convention: June 30-July 6, San Francisco.**

**American Education Week—October 25-31, 1970. Theme: Shape Schools for the 70's.**

**NEA membership, April 3, 1970: 1,071,903.**

**NEA officers and headquarters staff: See NEA HANDBOOK pages 8-13; and inside back cover. NEA resolutions: HANDBOOK, pages 64-83.**

**NEA divisions, special projects, commissions, council, committees: HANDBOOK, pages 92-160.**

**NEA departments, national affiliates, and associated organizations: HANDBOOK, pages 161-214.**

**NEA dues: Active Membership $15 a year. Associate Membership $15. Life or Associate Life Membership $300 cash or $33 a year for 10 years. Retired Membership $2 a year. Educational Secretary Membership $10 a year. Student NEA Membership $2 a year through Student NEA Chapters only. Reserve Membership $7.50 a year.**


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# AFTER ALL

### What You Like and Don't Like

☐ Ninety-seven percent of all NEA members read TODAY'S EDUCATION at least occasionally; 62 percent read it regularly. Seventy-three percent say it is a help to them. These are the findings of the readership interview study of TODAY'S EDUCATION, recently conducted by Daniel Starch and Staff, independent national readership survey organization.

The interviews also revealed that NEA members most often read these other professional magazines: *Grade Teacher*, *Scholastic*, and *Instructor*, and these general magazines: *Life*, *Time*, *Reader's Digest*, *Newsweek*, and *Look*.

The study showed, as have all JOURNAL readership surveys, that NEA members prefer, above all, articles that help them improve instruction.

Of our regular features, these ranked highest: "News and Trends," "Teacher Opinion Poll," "Classroom Incident," and "Idea Exchange." The unfinished stories, which had come out well in past readership studies, made a poor showing. This raises the question of whether the series should be discontinued. We invite your comments.

The volume of requests for "Extras for Our Readers" had led us to believe that this is a popular service. However, it did not fare well in the survey. Should we change the approach next year (and, if so, how?) or drop the feature altogether?

### Next Year

We're working now on plans for the school year 1970-71. Here are a few of the topics we're exploring at the moment: the teacher's personal finance; what schools are doing about the pollution problem; cutting-edge developments in educational technology; student teaching; faculty meetings that teachers enjoy; problem parents as seen by teachers and problem teachers as seen by parents.

If you have reactions regarding development of these topics or suggestions for other topics, please share them with us. *Now.*

If you know classroom teachers who write exceptionally well—who write the kinds of articles you like to read, who write with warmth and human interest, who write with accuracy of fact and interpretation, who write as fascinatingly as many teachers talk—do send us their names and addresses. *Now.*

### What Was the Fellow's Name?

"But for This" by Lajos Zilahy is the story of a bachelor named John Kovacs, a journeyman carpenter, who died on the fourth day of October 1874. Twenty-one years later in a pub, as cabbies sat around drinking wine and recalling their military service, one guffawed at his memory of a humiliated recruit. ". . . poor chump . . . what was the fellow's name?"

"Ah, John Kovacs."

That was the last time his name was ever spoken.

In 1901 a man in tattered clothes stole from the village cemetery two wooden crosses to build a fire. One of the crosses had marked Kovacs' grave.

Two decades later a lawyer, closing an estate, discarded a receipt signed by the carpenter. It lay in a corner of the courtyard. The rains came and washed away the words, letter by letter, until only the *v* in the signature, where Kovacs had pressed hardest with his pen, remained. Then it, too, was gone. "And in that instant—forty-nine years after his death—the life of the journeyman carpenter . . . forever disappeared from this earth."

Every time we read that sentence, we think how different would have been the story had Kovacs been a teacher. How much, much longer than 49 years can the life of a teacher extend on in the life of his students, his students' students, and even, sometimes, his students' students' students!

There's a thought to beguile you as you recharge your batteries this summer for next year's teaching. ☐

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## UNION MAN

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## TEACHER/ SUPERVISOR

VISTA Ruth McBride . . . works with grass roots groups in Boston. The 63 year old retired school supervisor and talented artist teaches music, art and crafts in inner city neighborhood centers. Asked why she joined VISTA, Miss McBride replied, "The sense of adventure . . . I thought it would be exciting and it is."

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VISTA Bernardo Negron . . . worked in New York City and is now back in his native Puerto Rico teaching English to Spanish speaking children for use as a second language. The 69 year old volunteer served as a court interpreter in Tulare County, California during the first of his four years in VISTA.

## PLANNER

VISTA Irene Ferguson . . . a communications specialist and planner works with rural communities in the Missouri Ozarks, helping them gain a new sense of direction. The 60 year old dynamo reaches out into nine counties in her activities.

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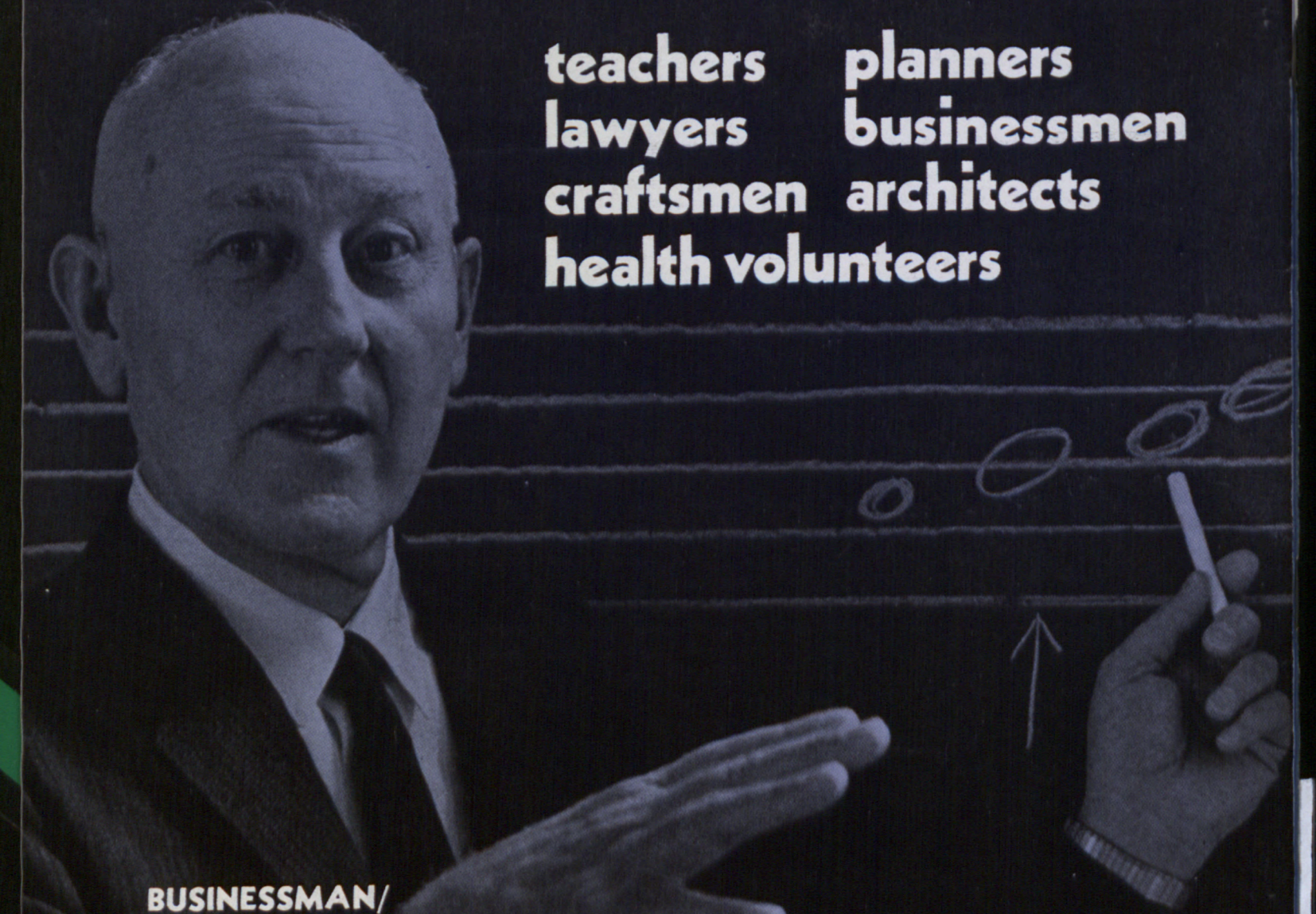

**BUSINESSMAN/ MUSICIAN**

VISTA Fred McKean . . . developed an exciting plan to build bridges and foster talent. The 63 year old volunteer served first at Houston and is now in Washington, D.C. His Urban Arts Program searches out talented youngsters and through motivating methods of teaching music, speech, dance, graphic and plastic arts starts them toward satisfying careers.

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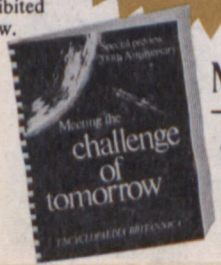


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